

KINDERGARTEN II

DISCOVER

Teacher's Guide 2018/2019

Term 2

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

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How to Use This Guide

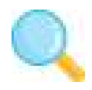


The teaching guide is designed to provide instructors with a clear path to follow to implement multidisciplinary instruction and a dedicated mathematics window, devoted to building early numeracy. If instructors have not used such a guide before, some practical advice follows:

- Read each chapter carefully. Make notes and highlight important details.
- For the multidisciplinary window, read and annotate the Teacher Guide and Student Book side-by-side.
- Take note of the following:
  - What are the students discovering or learning? (Content)
  - What are the students being asked to do? (Activity)
  - What is the teacher discovering about the students? (Assessment)
  - How could you adapt the lesson for the different experiences and abilities in your class? (Differentiation)
- Gather the necessary materials and make any preparations before implementing the lessons. Consider additional classroom management techniques as necessary for your particular class and learning environment.
- During and after implementing each lesson, reflect and make notes on what was successful and possible suggestions for improvement.
- Planning with another teacher can often lead to greater implementation success as it provides an opportunity to discuss classroom expectations, management procedures and ensures that lessons are differentiated to better suit the needs of students. It is suggested that teachers meet with other instructors at least weekly to plan and reflect.

Within the **multidisciplinary** window, content is integrated across different disciplines. In one lesson, students may practice and apply skills in mathematics, social studies, science, and the arts. Each theme includes chapters that coincide with project titles or topics. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

For the **multidisciplinary** guide, chapters are organized into three components:



Discover

- The beginning of each chapter introduces the thematic project to students. Discover allows students to explore what they already know related to the project and create some questions about what they wonder or want to learn. Students discover through observation, questioning, and discussion.



Learn

- Content across disciplines is integrated in the Learn portion of the chapter, with a specific focus on content and skills that students will use to complete the chapter's project. Students practice and apply skills, and investigate concepts to learn and build understanding.



Share

- At the close of each chapter, students share projects, reflect on their learning process, and provide feedback to classmates

Background

Based on the philosophy of the General Framework for the General and Technical Education Curricula 2018/2030 which aims at encouraging an Egyptian citizen to have the predefined specifications and necessary life skills for life and work in the 21st century, four themes have been prepared to represent the infrastructure of the curricula.

TERM 1:
Theme 1: Who Am I?
Theme 2: The World Around Me

TERM 2:
Theme 3: How the World Works
Theme 4: Communication

Each theme is divided into three chapters. Every chapter begins with an **Overview**, **Learning Indicators**, and **Pacing Guide**. It is strongly suggested to thoroughly read each of these sections as they provide beneficial information about the implementation of each project.

- The **Overview** provides a description of each component of the chapter as well as the total number of days for implementation.
- The **Learning Indicators** describe what students should know or be able to do.
- The **Pacing Guide** provides a description of core student learning and actions each lesson.

Each theme involves the integration of subjects and includes projects as a means of formative assessment. Projects integrate topics and concepts of the different fields of study through a number of issues and challenges in order to develop a range of skills and their supporting values. The project includes a number of individual and group activities based on child activity and effectiveness that are fully linked to the theme and its goals.

This curriculum guide is intended to support teachers in the preparation and implementation of projects by providing step-by-step instructions embedded with teacher input, instructional strategies, and classroom management techniques.

Learn more about Education 2.0



Life Skills

The Curriculum and Instructional Materials Development Center at the Ministry of Education has established the General Framework for the General and Technical Education Curricula 2018/2030. The specifications of the framework aimed to develop a creative and innovative citizen who will continue to teach and learn, coexist in harmony with others, who is an effective leader and positive follower proud of his country and heritage, who adheres to his/her values, who has a competitive spirit and faith in work values and who is a promoter of the principles of entrepreneurship.

To achieve the specifications, 14 life skills were identified that must be acquired by each child. These skills are based on the 12 core skills developed by the Life Skills and Citizenship Education in the Middle East and North Africa (LSCE-MENA) initiative, led by UNICEF in collaboration with partners at country, regional, and global levels.



The Life Skills are classified into four learning dimensions:

- **Learn to know:** scientific skills (critical thinking, creative thinking, problem solving)
- **Learn to work:** job skills (cooperation, decision making, negotiation, productivity)
- **Learn to be:** self-skills (self-management, accounting, communication, stability)
- **Learn to live with others:** co-existence skills (participation, sympathy, respect of diversity)

The framework also consists of five main issues: environment and development, health and population, globalization, non-discrimination and citizenship. The curriculum is based on the life skills and local and global issues and challenges within integrated areas of study rather than the separate educational subjects. While life skills are a daily part of the curriculum, each skill will be targeted as the students progress from KG1 through P6.

Several teaching approaches are utilized to support the development of life skills including solving problems, working in teams, participating in play, and completing projects. These approaches allow students to develop life skills through the use of inquiry-based instructional strategies and interaction with peers.

MULTI KGII Second Term Pacing Calendar



- Welcome to Our Community — Days 61-70
- Playing With New Friends — Days 71-80
- To Market — Days 81-90



- Sounds of Music — Days 91-100
- Stories We Tell in Art — Days 101-110
- Friendship — Days 111-120

KGII Pacing Guide

	WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
HOW THE WORLD WORKS	1	DISCOVER Welcome to Our Community	DISCOVER Welcome to Our Community	DISCOVER Welcome to Our Community	LEARN Welcome to Our Community	LEARN Welcome to Our Community
	2	LEARN Welcome to Our Community	LEARN Welcome to Our Community	LEARN Welcome to Our Community	SHARE Welcome to Our Community	SHARE Welcome to Our Community
	3	DISCOVER Playing with New Friends	DISCOVER Playing with New Friends	DISCOVER Playing with New Friends	LEARN Playing with New Friends	LEARN Playing with New Friends
	4	LEARN Playing with New Friends	LEARN Playing with New Friends	LEARN Playing with New Friends	SHARE Playing with New Friends	SHARE Playing with New Friends
	5	DISCOVER To Market	DISCOVER To Market	DISCOVER To Market	LEARN To Market	LEARN To Market
	6	LEARN To Market	LEARN To Market	LEARN To Market	SHARE To Market	SHARE To Market
COMMUNICATION	7	DISCOVER Sounds of Music	DISCOVER Sounds of Music	DISCOVER Sounds of Music	LEARN Sounds of Music	LEARN Sounds of Music
	8	LEARN Sounds of Music	LEARN Sounds of Music	LEARN Sounds of Music	SHARE Sounds of Music	SHARE Sounds of Music
	9	DISCOVER Stories We Tell in Art	DISCOVER Stories We Tell in Art	DISCOVER Stories We Tell in Art	LEARN Stories We Tell in Art	LEARN Stories We Tell in Art
	10	LEARN Stories We Tell in Art	LEARN Stories We Tell in Art	LEARN Stories We Tell in Art	SHARE Stories We Tell in Art	SHARE Stories We Tell in Art
	11	DISCOVER Friendship	DISCOVER Friendship	DISCOVER Friendship	LEARN Friendship	LEARN Friendship
	12	LEARN Friendship	LEARN Friendship	LEARN Friendship	SHARE Friendship	SHARE Friendship

Instructional Strategies

The instructional strategies described are woven throughout the Teacher Guide. These are not meant to be the only methods used in the classroom, rather are highlighted as best practices for engaging students in active, inquiry-based learning. As teachers and students gain familiarity with the strategies, instructors may wish to modify and personalize to suit the needs of each individual classroom.

For more strategies visit: tinyurl.com/Edu2-0strategies



INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Bell or Ring the Bell	Ringing a bell can be used as an attention getting signal (see above) or to indicate to students that it is time to switch stations or move to another learning task. The bell signals a change without requiring the teacher to interrupt students' work.
Brainstorm	Students provide multiple answers for an open-ended question. This can be done as a whole class or in groups or pairs. The purpose of a brainstorm is to list many answers, not to critique whether answers are realistic, feasible, or correct. Once an initial broad list is made, students can go back to answers to prioritize or eliminate some options. This strategy promotes creativity and problem solving.
Call and Response	Teacher reads a line or portion of a text, then students read the next portion. Teacher and students alternate until the entire text has been read aloud. An alternative use of this strategy is for the teacher to read a sentence with a word missing, and students respond with answers, either in unison (if the response is straightforward and known), or with unique answers as appropriate. Call and response encourages a large number of students to vocalize answers instead of limiting answers to individually selected students.
Calling sticks	Teacher writes names of students on popsicle sticks and places them in a can/jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another can/jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.
Can You Guess My 2-1-4?	Gather 2 facts, 1 clue, and 4 images about a topic. Present the facts to students one at a time. Have students discuss the facts and make predictions about what the topic might be. Move on and share the clue. Ask students to refine their predictions based on the new information. Finally, share images. Ask students to share their predictions, providing justifications for their predictions. This strategy engages students and encourages students to make predictions with limited (but increasing) amounts of information.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Charades	Teacher organizes students into small groups. One student silently acts out a concept so that his team can guess what he/she is acting out. Students take turns acting out concepts. This strategy promotes critical thinking, careful observation, and prediction.
Choral Reading	Choral reading is a literacy technique that helps students build fluency. During choral reading a group of students reads a passage out loud together with the teacher. If possible, the teacher points to the words as they are being read and students point to the words if written in workbooks. This technique allows students to practice fluency without the pressure of reading solo. It also supports students' confidence in reading and speaking out loud.
Countdown	Teacher counts out loud and with fingers raised over head to ask for students' attention or signal a change of activity. The teacher can determine how quickly to count based on the readiness of students. This strategy allows students to quickly finish a task or thought before turning attention to the teacher.
Count Off	Teacher breaks students into groups by having students count off to a certain number. It's important to tell students to remember their number. For example, if the teacher wants three groups, the first student counts one, the next student says two, the next says three and the next student starts over at one, etc. When all students have counted, tell all the number ones to meet together, all the number twos and then all the number threes. This strategy enables time-efficient grouping and reinforces conceptual number use.
Fishbowl	Students gather around a teacher or group of students who are modeling something new. The students observe carefully as if they are watching fish in a bowl. This strategy promotes full attention of students even when individual students are not actively participating in the demonstration.
Four corners	Each of the four corners of the room corresponds to a possible opinion about a thought-provoking statement. Teacher may post a picture or a prompt in each corner of the room to represent the opinions/statements. Students walk to the corner that interests them or expresses their opinion to group with other like-minded students. This strategy allows students to express opinions and to prepare justifications with others who agree before presenting to the class.
Gallery Walk	As if in a museum, students walk past displays and respond to questions or prompts about the display. This strategy can be used in multiple ways, including to consider ideas posted on chart paper around the room or to view classmates' final products. This strategy encourages diversity of thought. When used at the end of a project, this strategy allows students to celebrate and take pride in their work while also honoring and responding to others' work.
Half the picture	Given half of a picture, students predict what the rest of the picture will look like and draw it. This strategy requires students to use new information to complete an image. This active learning strategy ensures that students are building on prior knowledge and assimilating new knowledge.
Hands Up	Teacher holds a hand in the air to signal that students should stop what they are doing, stop talking, and look up at the teacher. When students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention getting signal.
Hands Up, Pair Up	Students stand and walk around the room quietly with one hand raised in the air. The teacher says "Stop--Pair Up". Students clap hands and stand together with a nearby student. Anyone with a hand still up needs as partner. Students can easily find each other and pair up.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
I Do, We Do, You Do	I Do: Teacher demonstrates or models an action to take place, such as reading a passage to the students. We Do: Students repeat the action with the teacher, such as re-reading a passage in unison. You Do: Student practices the learned action without the guidance of the teacher. This strategy supports students by modeling an expectation, allowing for low-pressure practice, then providing opportunities for independent practice.
Imagine That	Teacher describes a person, animal, plant, or situation for students to act out. Students imagine that they are the living thing or are in the situation and act out what happens. This can also be done in groups with a student, or rotating students, acting as the leader. This strategy promotes imagination and long-term memory. (See also: Charades to add a guessing element.)
I See Very Clearly	Teacher tells students he/she sees something. Students guess what it is as teacher gives students clues. Students use observation and listening skills to guess correct object. This strategy emphasizes use and identification of object properties and characteristics.
Jigsaw	Organize students into "expert groups" of 4-6 (e.g., groups of six named A, B, C, D). Assign each group a topic or segment of information to learn. Give students time to learn and process their assigned segment. Then, rearrange students into new groups that include one student from each former "expert" group (e.g., six new groups that include one student from A, one from B, etc.). In the new groups, each student shares information on their expert topics with the rest of the group. This strategy reinforces the concept that learning is a group activity and encourages working together over competition.
KWL Chart	A three-column chart that is used for the duration of a topic of study. It can be used whole group, small group, or individually. Column 1 (Know) contains answers to: What do students already know? Column 2 (Want) contains notes on what students Want to know (questions that they have). This column can be added to throughout the study. Column 3 (Learned) contains notes on what students have Learned and is added to periodically throughout a given topic of study. This strategy reinforces the idea that we bring what we already know into new learning situations, and that as we learn new questions often arise. It also reinforces the skill of taking notes.
Lean and Whisper	Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Model	The teacher or student demonstrates exactly how to complete a task. The rest of the class can ask questions before repeating what was demonstrated. This strategy allows the teacher to review any safety concerns or difficult aspects of a task, as well as share advice for task completion. This method should not be used for some inquiry activities, as it could over-influence the direction of student thinking.
Number Sign	Teacher can check for understanding quickly by asking a question and giving students a choice of answers. Students hold up one, two or three fingers in response to the question asked. Teacher quickly scans the fingers raised to get a sense of how many students are tracking the material.
One Stay One Stray	After working with partners, one person stays with the work product to present to other students while the second partner walks around and listens to peers in the class share. Then the two students switch roles. Using the strategy, both partners get to share their project and listen to others share.
Pair/share	Students work collaboratively with a partner to solve a problem or answer a question. This strategy asks students to think individually about a topic or answer and then share their ideas and thoughts with a classmate.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Popcorn	Call on one student to answer a question. After the student has answered the question, they say "popcorn" and say the name of another student. It is now the turn of that student to answer the question, then pick a new student, and so on. If a student has responded, they should not be called upon a second time during the same popcorn activity.
Role play	Students pretend to be someone else - another student or another person - taking on the actions and dialogue of that person. Role-playing can also be done when speaking as a puppet. This strategy promotes empathy and respect for differences.
Shake It Share It High Five	Students move around the classroom until teacher signals to stop. Students then partner with a nearby student. Partners shake hands, share ideas or work products, then high five before moving around again to find a new partner. This strategy gets students out of their seats and moving, while also allowing them to share with classmates they don't sit near.
Shoulder partners*	Students lean and talk quietly with the person sitting next to them. Shoulder partner can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 -with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle). *See "Lean and Whisper" and "Turn and Talk" for further breakdown for KG1.
Sky Writing**	Teacher or student uses two fingers and straight arm to write a number or letter in the air. For numbers and letters, sky writing can include a grid (lines designated by clouds, a plane, grass, and a worm) that helps break down the direction of each stroke. This strategy allows students to learn and practice what numbers and letters look like before writing with a pencil. **See Sky Writing Procedure section for more information.
Talking Sticks	Students sit in a small group. Teacher gives one student a talking stick (this can be anything-a pencil, actual stick, etc.). Only the student with the stick may speak. The student can then pass the stick to the next person. This strategy ensures that everyone has a turn speaking and that students don't interrupt each other.
T-chart	A T-chart is a two-column graphic organizer that allows students to visually arrange and present information. This strategy is used to compare and contrast.
Think Aloud	The teacher models a process of thinking by speaking aloud what is thought. As an example, "I think I need more color here in my drawing." This strategy models for students the type of thinking they can use in an upcoming activity.
Think Time	Teacher allows a distinct period of silence so that students can process tasks, feelings, and responses. Allow students 15-30 seconds to think to themselves before calling on anyone to provide an answer to the class.
Thumbs Up	Teacher can quickly check for understanding using this strategy. Students hold thumbs up for agreement and thumbs down for disagreement to a question asked by the teacher. Thumbs up can also be used as a way for students to signal to a teacher that they are ready for an instruction.
Turn and Talk	Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Venn Diagram	Teacher draws two or more large overlapping circles as a graphic organizer to show what is the same and different about multiple topics. Teacher notes similarities in the overlapping section of the circles, then summarizes differences in the respective parts of the circles that do not overlap. This strategy allows students to visually see and record similarities and differences.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Wait Time	Similar to the think time strategy, the teacher waits at least 7 seconds after asking a question to the whole class or after calling on a student to respond. This provides time for students to think independently before an answer is given out loud.
Whisper	Teacher can provide whole class verbal processing time by allowing students to respond to a question by whispering the answer into their hands. This strategy prompts every student to attempt an answer, with no social-emotional recourse if their answer is wrong.
Word Web	Teacher writes the main topic in a center circle, then creates lines coming out from the circle to record key details about that main idea. This strategy encourages students to more deeply understand a topic and allows students to see how facts or pieces connect back to a larger topic.
Zoo Can	Similar to Calling Sticks, the teacher pulls a name stick from the can and the students must count backwards while acting like an animal. This can be used for relevant content instruction or as a quick break when students need to move and laugh before finishing a task or moving on to a new task.
Carousel	Divide the class into two roughly equal groups and have students stand in two large circles, one inside the other. Students in the inner circle face out and pair with a student in the outer circle. Students in the inner circle share, while students in the outer circle listen and ask questions. The teacher can rotate the outer circle a few times so that students talk with more than one partner. When the inner circle is done sharing, the circles can change places and/or roles. This strategy provides structure for sharing and listening.

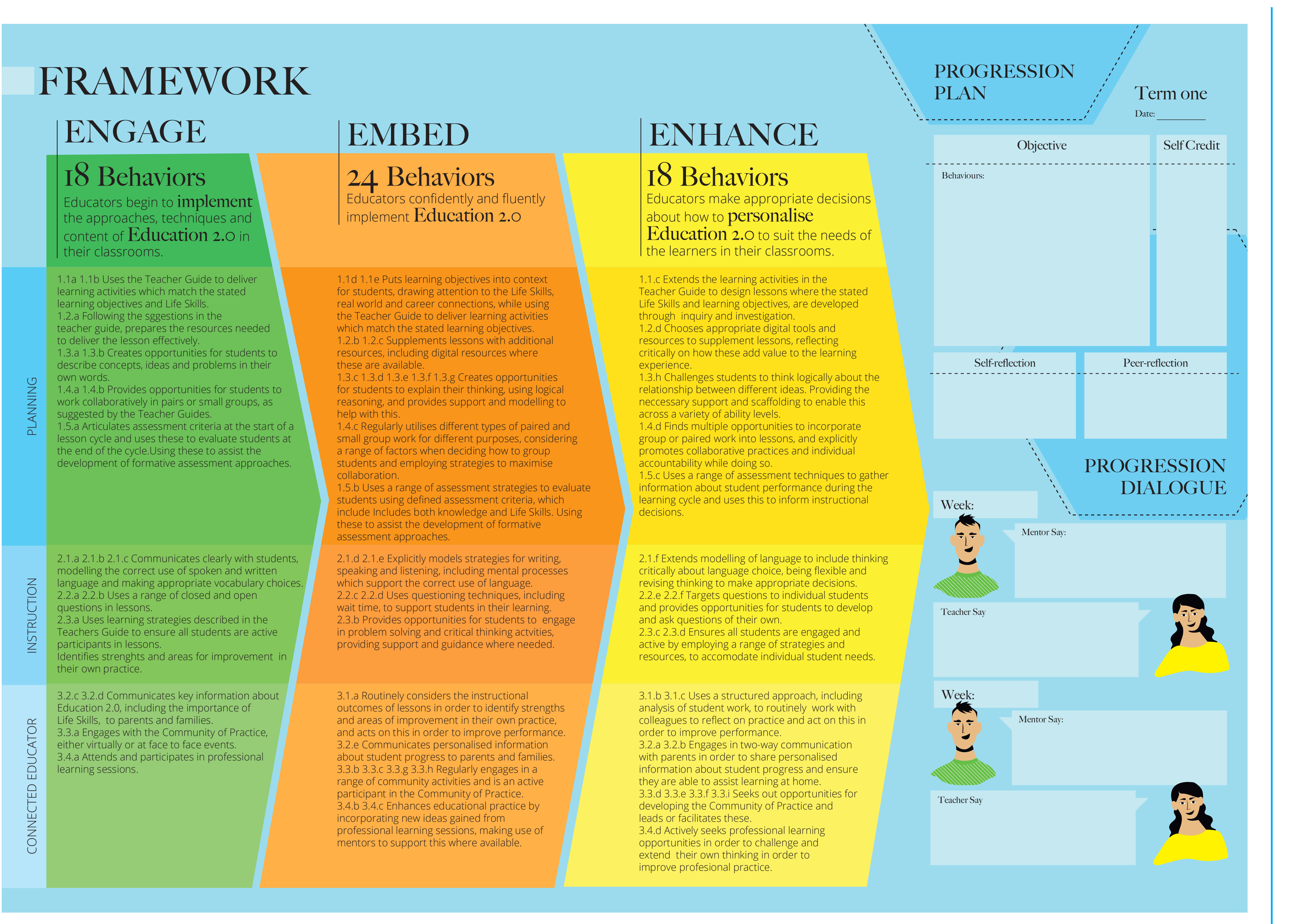
Lesson Preparation Template for Education 2.0

Grade (KG): __________ Class: __________ Date: __________ Absent: __________ Students' total number: __________

Content / Windows	Theme	Chapter / Topic	Lesson / Activities	Learning outcomes	Activities	Teacher's Choices						
						Teacher Guide Pages guide	Teaching strategies	Questions / Modeling	Digital resources	Differentiation / Challenges	Math Journal	Enrichment
Multidisciplinary												
Mathematics												
xx												
English												
XX												

Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations	☐

Teacher Framework



Progression Plan and Dialogue Template

Progression Plan

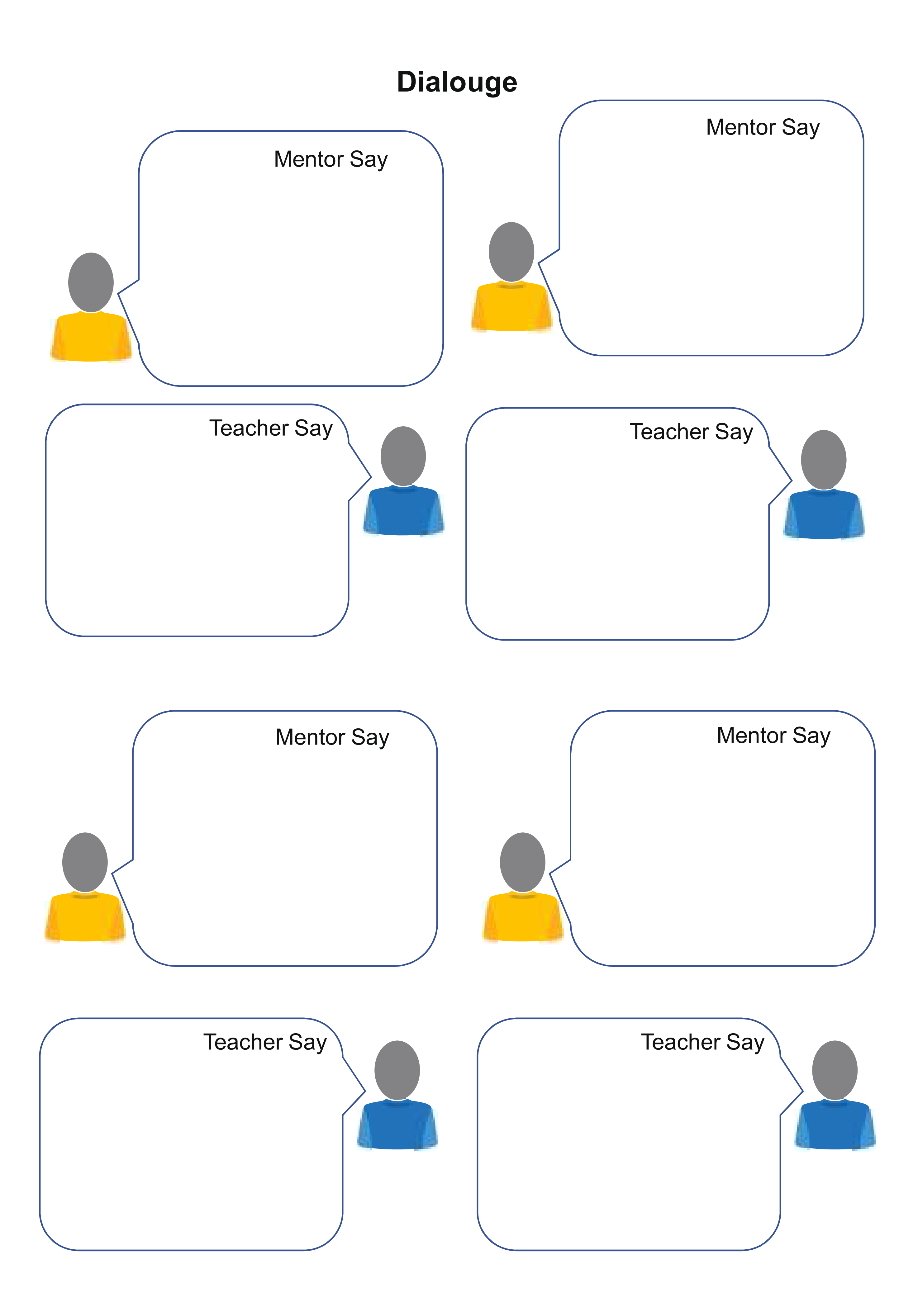
Credits	Objective	Credits	Objective

Self Reflection	Peer Reflection	Self Reflection	Peer Reflection

Credits	Objective	Credits	Objective

Self Reflection	Peer Reflection	Self Reflection	Peer Reflection

Dialouge



Mentor Say
Mentor Say
Teacher Say
Teacher Say
Mentor Say
Mentor Say
Teacher Say
Teacher Say

Digital Resources Available Use

Teachers are encouraged to use resources from the Egyptian Knowledge Bank as digital learning objects. Visit **www.ekb.eg** to access thousands of resources from the world's top education publishers.

NO.	DISCIPLINE	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
1	Life Skills	**Collaboration**	The video shows students how to collaborate with each other by working together as a team. They share their ideas, take turns, and make decisions together.	https://plu.sh/r7yan	
2	Life Skills	**Respect for Diversity**	Students learn that we are all similar but at the same time, different. We might look different, have different kinds of families, and celebrate different holidays, but ultimately, we are all the same	https://plu.sh/e9h7v	
3	Life Skills	**Empathy**	Students learn how to accept mistakes and empathize with others. They also help each other when things go wrong and help them to fix mistakes	http://tinyurl.com/ y7nd47do	
4	Life Skills	**Sharing**	Students demonstrate sharing their work and sharing their tools and ideas. They take it turns trying different roles and learn how to behave as a leader or as a member of a group.	https://plu.sh/xefa8	
5	Social Studies	**Goods**	Students learn about different types of goods they come across in their every day lives, where to find them, and the different people who produced them	http://tinyurl.com/ y9nzrchh	
6	Vocational Fields	**Commerical Jobs**	Students learn about the goods they use in their daily lives and from where to purchase these goods. They also learn about the jobs of people who produce these goods such as a baker and the library's staff.	http://tinyurl.com/ y7lbmoqc	
7	Math	**Breaking 5 Apart**	Students demonstrate how the number 5 can be divided. They have some fruit that they share together in different combinations of 5	https://plu.sh/4xctp	

NO.	DISCIPLINE	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
8	Math	**Breaking 10 Apart**	Students play a game making groups of ten and learn how to break apart the number ten in more than one way	https://plu.sh/m3hd9	
9	Math	**Ordering up to 10**	Students learn about the order of things around them and how to apply this to tasks in their daily lives. They also learn how tasks can be done in a particular order.	https://plu.sh/j8wdc	
10	Science	**The Sun**	Students learn about the sun as a source of energy and heat. They also learn about its daily cycle and the difference between shade and light.	http://tinyurl.com/y7l8cbxx	
11	Science	**Motion**	Students play with non-living things and make them move. They learn that force is the source of movement and that there is more than one kind of force, such as pushing, rolling, spinning, sliding, and bouncing.	https://plu.sh/86b7q	
12	Science	**Taking Care of our Environment**	Students learn about the elements of the environment and the importance of taking care of their environment. They learn how they can help each other by cleaning up their environment.	http://tinyurl.com/y7uq4p5q	
13	Journalism	**Journalism Basics**	Students learn how to gather information to write a news report and learn about the devices that can be used to record this report.	https://plu.sh/n3tdu	
14	Information Communication/ Technologies	**Being Safe on the Internet it**	Students learn how to use a strong and appropriate password for digital devices to keep their personal information safe.	https://plu.sh/vrg7w	

KINDERGARTEN II

Multidisciplinary

HOW THE WORLD WORKS

Chapter 1: Welcome to Our Community

Theme Overview

Welcome to Our Community

COMPONENT	DESCRIPTION	LESSONS
Discover	Students begin to discover how their town works by learning about the people who provide important services for the citizens.	3
Learn	Students further explore the roles of important service members in the community. Through research, role play, and riddles, students gain an in-depth understanding of the people that make their town work.	5
Share	Students synthesize learning to create a Welcome to Our Town brochure for people who move to their town.	2

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Welcome to Our Community

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Exchange information.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Foundational Skills: Print Concepts

- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Recognize that spoken words are represented in written language that follows rules.

Foundational Skills: Phonological Awareness

- Demonstrate basic knowledge of each letter and its corresponding sound.
- With support, read emergent-reader texts with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of text.

Phonics and Word Recognition

- Read common, high-frequency words.
- Recognize words with similar endings.

Reading Comprehension: Literature

- Use illustrations in a story to describe its characters, setting, or events.
- Identify characters, settings, and major events in a story with prompting and support.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend literature of appropriate complexity for KG2.
- Reading Comprehension: Informational Text
- Answer questions about key details in text with prompting and support.
- Describe the relationship between illustrations and the text in which they appear.
- Know and use various text features to locate key facts or information in text.
- Identify the reasons an author gives to support points in a text.
- With prompting and support, read and comprehend informational text appropriately complex for KG2.

Language: Vocabulary Acquistion and Use

- Understand and use question words.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Explore word relationships and meaning with guidance and support.
- Distinguish shades of meaning among verbs describing the same general action.
- Use words and phrases acquired through conversation, reading, and being read to.

WRITING:

Foundational Skills

- Write high-frequency words.
- Arrange words to form sentences.
- Write simple words with long and short intonations.
- Form sentences of two or three words.

Narrative

- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Recall information from experiences.

Process, Production, and Research

- Orally produce complete sentences in shared language activities.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

Foundational Skills

- Combine syllables to form words.
- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Add drawings or other visual displays to descriptions to provide additional detail.
- Express thoughts, feelings, and ideas clearly.

Fluency

- Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; today I walk home; tomorrow I will walk home).
- Produce complete sentences when appropriate to task and situation.
- Use singular and plural proper and common nouns with matching verbs in basic sentences.

MATH:

Counting and Cardinality

- Identify the number of objects in familiar groupings without counting (e.g., number of dots on a side of dice, numbers on playing cards).
- Use ordinal numbers (e.g., first, second, third) to describe objects up to 10 (tenth).

Operations and Algebraic Thinking

- Represent addition and subtraction with objects; fingers; mental images; drawings; sounds; acting out situations; verbal explanations, expressions, or equations.

- Add and subtract within 20 using strategies such as
  - using objects or drawings to represent a problem.
  - decomposing numbers into pairs in more than one way (e.g., 5=2+3 and 5=4+1).
  - finding the number that makes 10 when added to any number 1-9.
- Fluently add and subtract within 10.

Geometry
- Describe objects in the environment using names of shapes.
- Correctly use terms such as above, below, beside, in front of, behind, and next to.
- Correctly name two-dimensional shapes (circle, triangle, square, rectangle).
- Compose larger shapes by combining simple shapes.
- Identify shapes as either flat or solid (building to understanding of two-dimensional and three-dimensional).
- .

SCIENCES:
Skills and Processes
- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using five senses, and trying things out.
- Design and make things with simple tools and a variety of materials.
- Identify parts of things and how one part connects to another.

Engineering Design and Process
- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of engineering design.
- Develop an understanding of the role of troubleshooting, research and development, invention, and experimentation in problem solving.
- Develop the abilities to apply the design process.
- Develop the abilities to assess the impact of products and systems.

SOCIAL STUDIES:
Economics and History
- Identify means of transportation.
- Identify some professional jobs (e.g., doctor, engineer) and the places where these take place.
- Match professions with the tools used in each profession (e.g., doctor, police officer).
- Express what would happen if some professions did not exist.
- Demonstrate respect for people practicing different professions (through drawings, etc.).

Sculptures
- Create shapes using a variety of sculpting materials.

Developing Imagination
- Create artwork from own imagination.

ART:
Design: Technology and Design
- Color pictures of things in the surrounding environment using painting software.
- Create a two-dimensional representation of a three-dimensional subject using lines and geometric shapes.

Sculpting: Expressing Self Through Sculpture
- Create three-dimensional artwork using materials (e.g., paper, ceramics, clay, dough).

Sculpting: Developing Imagination
- Create artwork from own imagination.

Applied Arts and Handicrafts (Artworks): Using Materials from the Surrounding Environment
- Create simple artwork to express feelings (e.g., wall hanging, crown).
- Produce unique artworks using materials from the surrounding environment.

DRAMA:
Puppetry: Demonstrating Appropriate Behaviors in Drama
- Respect the performances of classmates.

Shows: Recognizing the Art of Shows
- Perform a show using position words (in front of, below, above, behind).

Acting: Defining Acting
- Identify the dimensions of a character using the actor's voice and dress.

EDUCATIONAL MEDIA:
Journalism: Identifying Basic Elements of Journalism and Journalistic Arts
- Identify and announce current events.
- Express personal opinions about events in the local environment.

Radio Broadcasting: Identifying Effective Communication Skills
- Interview a classmate in a radio broadcast.
- Dictate to the teacher a broadcast about plants and animals and include pictures to represent the topic.

Radio Broadcasting: Demonstrating Appropriate Behaviors
- Cooperate with classmates in preparing a broadcast.

ECONOMICS AND APPLIED SCIENCE:
Managing Individual and Family Resources and Rationing Consumption
Resources of Individuals and Families
- Identify personal hygiene and grooming tools (e.g., brush, comb, towel, tissue, toothbrush).

VOCATIONAL FIELDS:

Commerical Jobs

- Explain the importance of commercial professionals and shops in the community.
- Identify commercial concepts and professions from the local environment (e.g., buying, selling, shop owner).
- Select artworks (e.g., postcard, photo album, souvenir) that represents local landmarks and places that support tourism.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

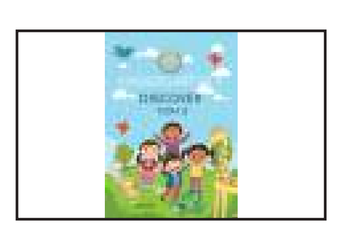
- Identify rules for using different technologies, including usage ethics.
- Identify technology components, such as keyboard, monitor, mouse, or keypad.
- Use digital technologies (i.e., computer) appropriately to support learning.
- Use a variety of digital tools to produce and publish writing and art with guidance and support (e.g., painting software).
- Explain how digital technologies affect the way people live, work, and play.

CH 1 Pacing Guide

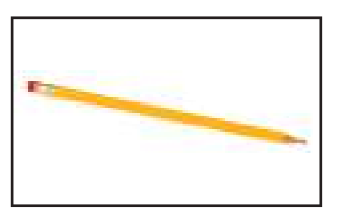
LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Consider what it is like to move to a new town. • Solve riddles about common places in town. • Create riddles about favorite places to visit in town.
2	**DISCOVER: Students will:** • List important buildings and areas within the community. • Describe the details of buildings and places. • Create three-dimensional models of important town buildings.
3	**DISCOVER: Students will:** • Identify current events in the local community. • Determine key details within current event stories. • Create and deliver a broadcast on current events.
4	**LEARN: Students will:** • Sort types of transportation. • Identify the best form of transportation for different needs. • Make recommendations on transportation types for people living in the local town.
5	**LEARN: Students will:** • Describe professions in transportation. • Match transportation professions with tools. • Practice using appropriate behavior when traveling from place to place.
6	**LEARN: Students will:** • Describe the job of professionals who work in a bank. • Practice addition and subtraction. • Explain the importance of banking professions in the community.
7	**LEARN: Students will:** • Describe the job of professionals who work in a doctor's office. • Explain the importance of personal hygiene. • Recommend ways to stay healthy by following steps for self care in the morning.
8	**LEARN: Students will:** • Describe various jobs of the professionals who work in a school. • Use descriptive words to describe a school environment. • Sing a thank you song for school workers.
9	**SHARE: Students will:** • Review and summarize knowledge of professions. • Create a brochure of the town.
10	**SHARE: Students will:** • Practice sharing the brochure with a partner. • Role play welcoming a new family to town. • Use complete sentences and appropriate details in describing important places in the town.

Materials Used

Student book



Pencils



Crayons



Glue or tape



Blackboard or chart paper

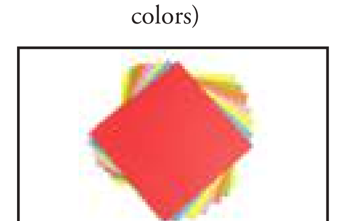


Chalk or markers for board



Photos of local building

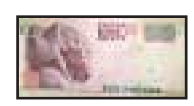
Construction paper (assorted colors)



Assorted recycled materials (plastic bottles, boxes, cups, paper plates, paper towel tubes)



Egyptian play money 1le and 10 le notes





Index cards



Images of common doctor tools (thermometer, bandage, sthethescope, disposable gloves)



Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Consider what it is like to move to a new town. • Solve riddles about common places in town. • Create riddles about favorite places to visit in town.	• Marketing • Hospital • School • Garden	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons

PREPARATION

In this lesson, you will be describing local places in your town as riddles for the students. Before class, think of several different well-known places in your town. For each, list the natural objects, man-made objects, and people students would find there.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Did you know that we are about half way through the year? I have many good memories of this year. My favorite memory is (chose a memory from the year and describe it in terms of who was there and what you were doing). I just gave details about my favorite memory. I mentioned the people that were there and the activity that we did. What are your favorite memories? First, think to yourself. Put your fingers on your temple.**

 STUDENTS DO: Place fingers on temples and think quietly.

TEACHER SAY: **What is your favorite memory? Who was there? What were you doing?**

TEACHER DO: Use **Wait Time** to allow students to think.

 STUDENTS DO: Reflect on the year and think about a favorite memory.

TEACHER SAY: **Now I will use the Calling Sticks to call someone to the front of the room to share a favorite memory. Who was there? What was the activity?**

 STUDENTS DO: Walk to the front of the room when called and describe memory.

TEACHER DO: In order to build student leadership, allow students to begin leading the opening of the class. For example, have the student who stood to share a memory pull the next **Calling Stick**. When the person they called comes to the front of the room, have the first student ask them, "What is your favorite memory? Who was there? What was the activity?"

TEACHER SAY: **You all have grown so much with your communication this year. You are asking questions and explaining answers for the class. This term, you are going to continue becoming leaders in the classroom. (Student name in the front of the room), I would like you to pull the next Calling Stick and ask that student to join you in the front of the classroom.**

 **STUDENTS DO:** Pulls **Calling Stick** and asks the student to join them in the front of the classroom.

TEACHER SAY: Now ask your new partner, “What is your favorite memory? Who was there? What was the activity?”

 **STUDENTS DO:** Asks partner the three questions. Partner describes a favorite memory.

TEACHER SAY: Excellent. Now let’s continue the pattern. Pull the next Calling Stick and invite your partner to the front of the room. Ask them the three questions, “What is your favorite memory? Who was there? What was the activity?”

 **STUDENTS DO:** Continue the cycle of describing a memory, pulling a **Calling Stick** to call the next student, and asking them the same questions.

TEACHER DO: Have students repeat this cycle three or four times, calling new students up and taking turns interviewing them.

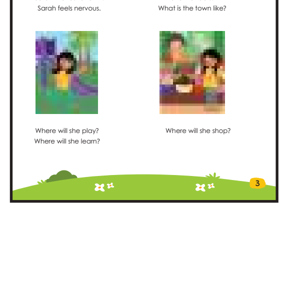
2. TEACHER DO: Introduce the third theme, “How the World Works.”

TEACHER SAY: Thank you for sharing your memories with us. Are you ready to start our third theme? Our third theme is “How the World Works.” What do you think we will learn in this theme?

 **STUDENTS DO:** Volunteer answers by raising hands.

TEACHER DO: Call on two or three students with raised hands to predict what the class will learn in the third theme.

TEACHER SAY: Great ideas. In this theme, we will learn more about how our community works. We will answer questions like: Who are the people that help our community? How do we get the things we need? How do we travel to places we want to go? Let’s begin by reading a short story together. Turn to page Sarah Moves to Town.



3. TEACHER DO: Direct students to the page Sarah Moves to Town in the student book. Review the directions on the page.

 **READ ALOUD: Read the story.**

Note to Teacher: At this point in the year, students should recognize some high frequency words, but not all students may be ready to read aloud with you. If this is the case, modify this part of the lesson to fit the needs of your students. Point out the sentence structure and the key vocabulary terms.

TEACHER SAY: This is a story about a young girl named Sarah. I will read the story first. I will point to each word I read. As I read, use your index finger to point to each word.

 **READ ALOUD: Sarah moves to town. Sarah feels nervous. She wonders: What is the town like?**

 **STUDENTS DO:** Listen to story and follow words as the teacher reads.

TEACHER SAY: Now read with me. Continue following the words with your finger as we read together.

 **READ ALOUD: Sarah moves to town.**

 **STUDENTS DO:** Read the sentence along with the teacher.

 **READ ALOUD: Sarah feels nervous.**

 **STUDENTS DO:** Read the sentence along with the teacher.

TEACHER SAY: Let's think about this story for a minute. Has anyone in our class ever had to move to a new town? Raise your hand if you have moved to a new town.

 **STUDENTS DO:** Raise hands.

TEACHER SAY: Keep your hand up if you would like to tell us one detail you remember about moving.

 **STUDENTS DO:** Share experiences and memories of moving to a new town.

TEACHER SAY: How does Sarah feel in the story? Turn to your Shoulder Partner and explain how Sarah feels.

 **STUDENTS DO:** Turn to **Shoulder Partner** and discuss answers.

TEACHER SAY: Why do you think Sarah feels nervous in this story? Turn to your Shoulder Partner and explain your answer.

 **STUDENTS DO:** Discuss why Sarah might feel nervous.

TEACHER SAY: Let's keep reading the story together.

 **READ ALOUD: She wonders: What is the town like?**

 **STUDENTS DO:** Read the sentence along with the teacher.

 **READ ALOUD: Where will she play?**

 **STUDENTS DO:** Read the sentence along with the teacher.

 **READ ALOUD: Where will she shop?**

 **STUDENTS DO:** Read the sentence along with the teacher.

TEACHER SAY: Think about the questions Sarah is wondering. Now turn back to your Shoulder Partner and discuss again: Why do you think Sarah feels nervous in this story?

 **STUDENTS DO:** Discuss why Sarah might feel nervous, referring to the questions Sarah is wondering.

TEACHER SAY: Sarah is new to the town. She is nervous because she does not know how the town works. She does not know where important places are. What if Sarah had a friend at school that could help her answer these questions? Would that help Sarah feel welcome instead of nervous? Show me a thumbs up if you think it would help.

 **STUDENTS DO:** Show thumbs up if they agree.

TEACHER SAY: In this chapter, we are going to help people moving into our town. We are going to learn more about how our town works. Then we will make a "Welcome to Our Town" brochure that will help new families who have moved to town.

4. TEACHER DO: To begin thinking about the details of the town you live in, have students play a riddle game with you. Give details about the colors, natural things, and man-made things about a well-known location in town. Students will guess what place you are describing.

Note to Teacher: The following riddles are generic examples for a park, school, and library. Adjust the riddles or replace them to describe unique places of your particular town and area.

TEACHER SAY: Let's start by exploring what we know about our town. I am going to give you a couple riddles. Let's see if we can guess important places in our own town from riddles about them. When you think you know what place I am talking about, raise your hand.
This place has a lot of green trees, grass, and plants.
This place has man-made paths to walk on and structures to play on.

This place has families kicking soccer balls and playing games outside.
Do you know what this place is?

 STUDENTS DO: Raise hands to guess the answer.

TEACHER DO: Call on two or three students with raised hands to offer ideas. Follow up students' answers with the question, "Why do you think that?"

TEACHER SAY: **Nice job solving the riddle. Notice that my riddle has three sentences. I describe the natural objects, man-made objects, and people in a place. Now, let's try another one.**
This place has a small yard for playing outside.
Inside, this place has many chairs, a chalk board, and pencils.
This place has children and teachers.
Do you know what this place is?

 STUDENTS DO: Raise hands to guess the answer.

TEACHER DO: Call on a student with a hand raised to answer. Then ask, "Why do you think that?"

TEACHER SAY: **Let's do one more.**
This place is inside a man-made building.
This place has many books to read.
This place has a librarian who can help you select a book.
Do you know what this place is?

 STUDENTS DO: Raise hands to guess the answer.

TEACHER DO: Call on two or three students with hands raised to answer. Then ask, "Why do you think that?"

5. TEACHER DO: Guide students through creating their own riddles for a partner. Have students think of a place in town they like to visit.

TEACHER SAY: **Now its your turn to make your own riddle. Turn to your Shoulder Partner and decide who will share a new riddle first. Now, everyone think of a place you like to visit. Put your fingers to your temple and think quietly.**

 STUDENTS DO: Place fingers to temples to remind them to think quietly.

TEACHER DO: Use **Wait Time** to allow students to think of places.

TEACHER SAY: **Do you have a place in mind? Can you picture it in your imagination? First, what natural things are in this area? If you are the first partner to share a riddle, tell your partner what natural materials are in your secret place.**

 STUDENTS DO: Describe the natural things found in the chosen place.

TEACHER SAY: **Second, what man-made things are in the area? If you are the riddle sharer, tell your partner what man-made materials are in your secret place.**

 STUDENTS DO: Describe the man-made things located in the chosen place.

TEACHER SAY: **Third, tell your partner the people you see in the place. Who are they and what do they do?**

 STUDENTS DO: Describe the people found in the chosen place.

TEACHER SAY: **If you are the one trying to solve the riddle, think about the clues you have heard. Then guess the answer. Do not worry if you get it wrong.**

 STUDENTS DO: Guess the answer to the riddle.

TEACHER SAY: Great job. It is okay if you got it wrong. Riddles can be hard or easy.The point is to practice thinking and describing places with each other. It is not to always get the right answer.

TEACHER DO: Have students switch roles and allow the other student to give hints and their partner to guess.

TEACHER SAY: Great job students. Thank your partner for learning with you.

 **STUDENTS DO:** Thank each other.

TEACHER SAY: Now, it is time to switch roles. The partner who is now going to share a riddle: Think of a place you like to visit. Put your fingers to your temple and think quietly.

 **STUDENTS DO:** Place fingers to temples to remind them to think quietly.

TEACHER DO: Use **Wait Time** to allow students to think of places.

TEACHER SAY: First, what natural things are in this area? If you are the one sharing the riddle, tell your partner what natural materials are in your secret place.

 **STUDENTS DO:** Describe the natural things located in the chosen place.

TEACHER SAY: Second, what man-made things are in this area? If you are the hinter, tell your partner what man-made materials are in your secret place.

 **STUDENTS DO:** Describe the man-made things located in the chosen place.

TEACHER SAY: Third, tell your partner about the people you see there and what they do.

 **STUDENTS DO:** Describe the people found in the chosen place.

TEACHER SAY: If you are the one trying to solve the riddle, think about what you have heard. It's time to guess the answer. Remember, do not worry if you get it wrong. We are practicing how to think hard and describe places.

 **STUDENTS DO:** Guess the answer to the riddle.

TEACHER SAY: Great job students. Thank your partner for learning with you.

 **STUDENTS DO:** Thank each other.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. Remind students that they will be trying to help a new person who moved to town during this chapter. Hint at what they will be doing the next day.

TEACHER SAY: That was fun. You know a lot about our town. Remember, in this chapter we are trying to help a new person who has moved here. They are nervous because they do not know where the important places are. Tomorrow, we will learn more about the important places in our town. Turn to your Shoulder Partner and tell them one place you think is important in our town.

 **STUDENTS DO:** Turn to discuss ideas with **Shoulder Partner**s.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS

LEARNING OUTCOMES

Students will:

- List important buildings and areas within the community.
- Describe the details of buildings and places.
- Create three-dimensional models of important town buildings.
- Identify and use two-dimensional shapes
- Count up to 20 objects
- Compare two numbers within 20

KEY VOCABULARY

- Building
- Window
- Door
- Storey (as in one-story or two-story building)

MATERIALS

- Chart paper or blackboard
- Markers or chalk
- Pencils
- Crayons
- Photos of local buildings (paper or digital)
- Empty boxes, one per pair or small group (examples given above)
- Construction paper
- Scissors (if appropriate)
- Tape or glue

PREPARATION

Collect photos of a few familiar local buildings or find digital pictures if you can project them for the class. Gather various boxes for students to use in creating a model of a building. Options include cereal boxes, milk boxes, cardboard boxes, or something similar.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we talked about places we can visit in our town. We shared some of our favorite places. What were some of the places we talked about? Turn and talk to your Shoulder Partner.

 STUDENTS DO: Turn to **Shoulder Partner** to discuss answers.

2. TEACHER SAY: Good memories. There are many important buildings and places in our town. Some places we visit often, like school, and other places we only visit once in a while, like the doctor. Let's make a list of all the buildings we know in our town.

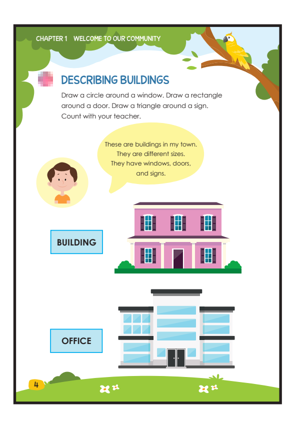
 STUDENTS DO: Respond with their ideas.

TEACHER DO: Record student ideas on a board or chart paper. If students leave out any buildings you think are important to include, give them clues to help them guess what they may have left out. For example, "Where do we go to buy food to eat at home?"

TEACHER SAY: This is a great list. You know a lot of the buildings in our town. Turn to give your Shoulder Partner a high five. Great work so far.

 STUDENTS DO: Give **Shoulder Partner** a high five.

3. TEACHER SAY: One way we can welcome people to our town is by telling them about our buildings. We are going to use our observation skills to learn how to describe buildings. First, let's look at drawings of buildings and talk about some words we might use when we describe them. Turn to the page Describing Buildings in your student book.



TEACHER DO: Turn to the page Describing Buildings in the student book and hold it up for students to view as they look through their own student book.

 **STUDENTS DO:** Turn to the page Describing Buildings in the student book and look at the pictures.

 **READ ALOUD:** **Draw a circle around a window. Draw a rectangle around a door. Draw a triangle around a sign.**

TEACHER SAY: **The boy in the picture says, "These are buildings in my town. They are different sizes. They have windows, doors, and signs." Let's start by identifying the parts of the building the boy talks about. First, we will look for windows. Point to a window with your finger and show your Shoulder Partner the window.**

 **STUDENTS DO:** Point to a window and show it to their **Shoulder Partner**.

TEACHER DO: Walk around and check in with students to make sure they have correctly identified windows.

TEACHER SAY: **That is right, students. You have identified a window. Let's look for another example of a window. Point to a different window with your finger and show your Shoulder Partner the window.**

 **STUDENTS DO:** Point to a window and show it to their **Shoulder Partner**.

TEACHER DO: Walk around and check in with students to make sure they have correctly identified windows.

TEACHER SAY: **Good work, students. The directions say to draw a circle around a window. Let's do that now. Choose a window and use your pencil to draw a circle around it.**

 **STUDENTS DO:** Draw a circle around one window on the page.

TEACHER SAY: **Next, we need to find a door. Point to a door with your finger and show your Shoulder Partner the door.**

 **STUDENTS DO:** Point to a door and show it to their **Shoulder Partner**.

TEACHER DO: Walk around and check in with students to make sure they have correctly identified doors.

TEACHER SAY: **How are the windows and doors similar? What is the difference between a window and a door? Think for a bit about what is similar and what is different. Then raise your hand if you have an idea to share.**

TEACHER DO: Allow students **Think Time**, then call on two or three students with hands raised to offer similarities and differences between windows and doors. As students answer, prompt them to explain their ideas. For example, if a student says that doors and windows are the same shape, ask what shape they are (rectangle).

 **STUDENTS DO:** Offer similarities and differences between windows and doors.

TEACHER SAY: **Good work, students. The directions say to draw a rectangle around a door. Let's do that now. Choose a door and use your pencil to draw a rectangle around it.**

 **STUDENTS DO:** Draw a rectangle around a door on the page.

TEACHER SAY: **Great. The last direction says, "Draw a triangle around a sign." Point to a sign with your finger and show your Shoulder Partner the sign.**

 **STUDENTS DO:** Point to a sign and show it to their **Shoulder Partner**.

TEACHER DO: Walk around and check in with students to make sure they have correctly identified a sign.

TEACHER SAY: **Okay, let's mark a sign with a triangle. Choose a sign and use your pencil to draw a triangle around it.**

 **STUDENTS DO:** Draw a triangle around a sign on the page.

4. **TEACHER SAY:** **Great. We have identified windows, doors, and signs on these buildings. Those are things we see on many buildings in our town. Imagine a building in our town that you walk by every day. Quietly get a picture in your head. Can you see the windows? Can you see the door? Does the building have a sign? Do you know what the sign says?**

 **STUDENTS DO:** Quietly recall a mental image of a familiar building.

5. **TEACHER SAY:** **When we describe something, we talk about the details we observe. When we look at a building, we can talk about the details we see. We can say if the building has a sign. We can talk about the windows and doors. We can describe a building by counting the number of windows it has. How many windows does the first building have? Put your finger on the first building.**

TEACHER DO: Point to the first building.

 **STUDENTS DO:** Point to the first building on the page.

TEACHER SAY: **Good. Let's count the windows on the first building together. I will point to them in my student book and we will count them out loud.**

TEACHER DO: Point to one window at a time and count aloud.

 **STUDENTS DO:** Point to windows and count out loud with the teacher.

TEACHER SAY: **Wow. To describe this building, I can say, "The building has __ windows." Can you repeat that after me?**

 **STUDENTS DO:** Repeat, "The building has __ windows."

TEACHER SAY: **Now, count the windows on the first building on your own. Point to them in your student book and count them out loud.**

 **STUDENTS DO:** Point to each of the windows and count them out loud.

TEACHER SAY: **Now, turn to your Shoulder Partner. In a full sentence, tell them how many windows the first building has.**

 **STUDENTS DO:** Tell **Shoulder Partner** how many windows the building has.

TEACHER SAY: **Now, let's find out how many windows are in the second building. Put your finger on the second building.**

TEACHER DO: Point to the second building on the page.

 **STUDENTS DO:** Point to the second building on the page.

TEACHER SAY: **This time, you and your Shoulder Partner will count the windows on the building together. Point to them one at a time and count them out loud together.**

 **STUDENTS DO:** Partners count the windows together, out loud.

TEACHER DO: Ask students to compare the buildings using the prompts below. Choose between using **Calling Sticks**, asking for volunteers, and having **Shoulder Partner**s share answers.

TEACHER SAY: How many windows does the second building have? Show me on your hands how many windows there are.

 **STUDENTS DO:** State the number of windows. Show the teacher with fingers.

TEACHER SAY: Good job counting. To describe this building, I can say: "The building has __ windows." Can you repeat that after me?

 **STUDENTS DO:** Repeat, "The building has __ windows."

TEACHER SAY: Which building has more windows? How do you know?

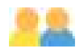
 **STUDENTS DO:** Identify the correct building and explain.

TEACHER SAY: Which building has fewer windows? How do you know?

 **STUDENTS DO:** Identify the correct building.

6. TEACHER SAY: Now, we are going to look at some buildings from our town. We have practiced talking about the number of windows. Let's look at a picture of a building from our town. Let's count the windows together. Repeat after me.

TEACHER DO: Hold up or project a picture of a familiar local building. Point to each window as you count out loud.

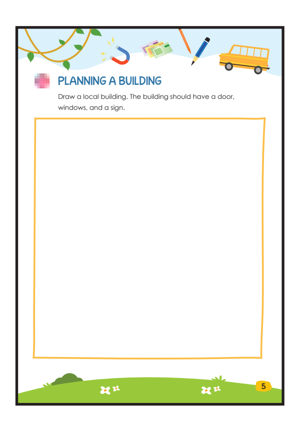
 **STUDENTS DO:** Count windows with the teacher.

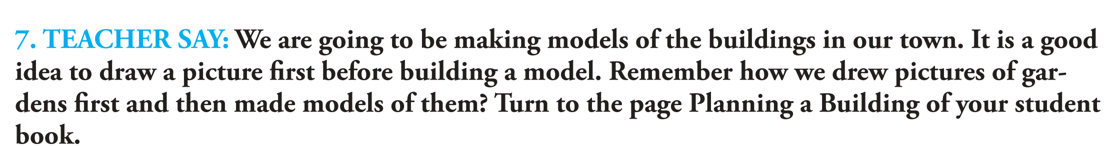
TEACHER SAY: Let's try to think of some other words we can use to describe buildings.

Note to Teacher: This discussion can include words like tall, short, wide, narrow, and perhaps different colors.

 **STUDENTS DO:** Offer ideas for other words that can describe buildings.

TEACHER DO: Show pictures and discuss a few local buildings, asking students to describe what they see. If no one mentions the number of floors the buildings have, be sure to talk about that. The students should be able to share how many floors each building has and understand that a building with more floors is usually taller than one with fewer floors.





7. TEACHER SAY: We are going to be making models of the buildings in our town. It is a good idea to draw a picture first before building a model. Remember how we drew pictures of gardens first and then made models of them? Turn to the page Planning a Building of your student book.



8. TEACHER DO: Turn to page Planning a Building of the student book and hold it up for students to view.

 **STUDENTS DO:** Turn to the correct page in the student book.

 **READ ALOUD: Draw a local building. The building should have a door, windows, and a sign.**

TEACHER SAY: Think of a building in town that you can picture in your head, or ask to look at one of the pictures we just discussed. Use your pencil and crayons to draw the building. Remember to include the things we have talked about—windows, doors, and a sign.

 **STUDENTS DO:** Draw a building that shows its details.

9. TEACHER DO: Give each student one of the boxes you have saved for this activity. (See preparation.) Give students crayons or paint to color the outside of the box.

TEACHER SAY: Now it is time to begin your model. While I hand out supplies, share your drawing with your Shoulder Partner. You will be building together. Decide which partner's building you will build. Then talk about how you will add the windows, doors, and signs.



STUDENTS DO: Discuss plans for making a model of a building with their **Shoulder Partner**.

Note to Teacher: Depending on the supplies that are available, decide how you will walk students through the steps of making models of local buildings. Guide students through the process of building step by step as a whole class if needed. Consider providing construction paper for drawing and cutting out windows, doors, and signs. If construction paper is not available, have students draw building details on the boxes.

10. TEACHER DO: As students work, walk around the classroom advising students, making certain students are on task and working collaboratively. If students finish early, ask them to clean up their area and then find a book to read quietly (or color the picture of the building they drew).

11. TEACHER DO: When all of the groups have finished their buildings, have them pair up with another group(s) and share their buildings. They should read the sign (if it has one) and talk about the number of storeys/floors, windows, and doors it has. They may also use other words to describe the building.

STUDENTS DO: Share buildings with another pair or small group. Practice describing buildings.

12. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. Ask students to consider the work they have done to describe buildings by talking about the number of doors, windows, and signs.

TEACHER SAY: We have taken a closer look at the buildings in our community today. We learned about some of the words we can use to describe the things we see when we observe those buildings. We even made three-dimensional models of some of them.

Turn to your Shoulder Partner. Describe a favorite building from our work today using the words we talked about.



STUDENTS DO: Turn to their **Shoulder Partner** to discuss.

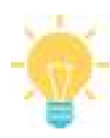
Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify current events in the local community. • Determine key details within current event stories. • Create and deliver a broadcast on current events.	• Current event • Broadcast • People • Place • Activity	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Assorted recycled materials • Scissors • Tape

PREPARATION

Select a current event from your town. This can be sourced from a local newspaper or online media. The article should be short and simple enough in content that young children will be able to understand the topic (even though they will not be able to read it). The article should also be clear about the people, places, and activities involved.

Collect recycled materials for students to use to make play microphones. These include previously used pieces of paper, recycled water bottles, cups, paper plates, and paper towel rolls.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: To begin class, I am going to call on one student to come to the front of the class and lead the opening. This student will ask, "What do you remember about helping our friend Sarah move to a new town?"

TEACHER DO: Call on a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have them come to the front of the room.



STUDENTS DO: Lead student asks the question, "What do you remember about helping our friend Sarah move to a new town?" The student should have others raise their hands and call on them one at a time for their response.

2. TEACHER DO: Introduce students to the concept of a current event. Explain that you are going to read an article about a current event to them. If you are using an online media source and have the ability, project the article on a screen for students to view.

TEACHER SAY: People new to a town often wonder, what are the important events happening in town? We call important events and local announcements "current events." We can find current events in newspapers, online, or on the news. Today, we are going to learn about a current event and create a broadcast informing new people about them. I am going to read a current event to the class. First, let's look at the article.

TEACHER DO: If you are using a paper copy of a newspaper article, pass copies of it around to student groups. If you are using an online media source, you can display the article on the board or pass copies of it around to student groups.

TEACHER SAY: First, let's look at the picture. What details do you notice about the picture? What people do you see? Turn to your Shoulder Partner and list the details you observe.

STUDENTS DO: Turn to partner and discuss observations.

TEACHER SAY: What places do you see?

STUDENTS DO: Turn to partner and discuss observations.

TEACHER SAY: What activities are happening?

STUDENTS DO: Turn to partner and discuss observations.

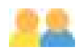
TEACHER SAY: Who can raise their hand and offer details they listed with their partners?

STUDENTS DO: Raise hands and offer details. (Correct answers will depend on the current event selected by teacher.)

TEACHER SAY: At the top of the page there is a title. Follow along as I read the title of the article.



READ ALOUD: (Title of the article you have selected.)



STUDENTS DO: Point to the words of the title as the teacher reads them out loud.

TEACHER SAY: What details did you hear in the title? Did it mention people? Did it mention places? Did it mention activities? Raise your hand if you have ideas to share.



STUDENTS DO: Raise hands and offer ideas. (Correct answers will depend on the current event selected by the teacher.)

TEACHER SAY: Let's practice our predicting skills. When we predict, we think about what MIGHT happen. It does not matter if we are right or wrong in the end. Good readers still make predictions before they read. Based on the picture and title, what do you PREDICT this will article will talk about? Turn to your Shoulder Partner and discuss.



STUDENTS DO: Turn to partner and discuss predictions.

TEACHER SAY: Now I will read the article. Remember, we are going to create a broadcast for new families in our community. The broadcast will tell them about how the community works. As you listen to me read, pay attention to key details about the PEOPLE, PLACES, and ACTIVITIES mentioned in the article.



READ ALOUD: Read the article.

Note to Teacher: If the article is longer than two paragraphs, break up the text into smaller segments and plan comprehension questions to check for understanding in between each.

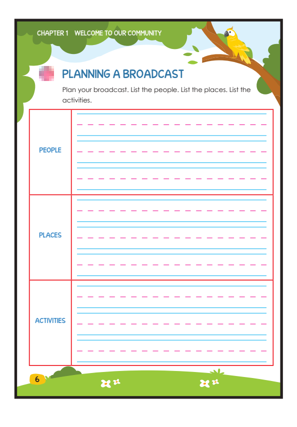
3. TEACHER DO: Use simple comprehension questions after reading to check that students understand the content of the article. Questions should progress from a focus on who, what, when, and where to more open-ended questions that encourage comparisons, empathy, and analysis. Examples include: Who are the main people mentioned in the article? Where did this event take place? Imagine you saw this happen. How would you feel?

4. TEACHER DO: Guide students on preparing a broadcast on the current event. To begin, have students plan.

TEACHER SAY: Now that we have learned about a current event, let's think about how we can share this event with others. A broadcast is one way that we can share news and current events. Who remembers the topic of another broadcast we have created this year?



STUDENTS DO: Share ideas.



TEACHER SAY: Remember, before journalists or reporters talk, they plan the broadcast. They think to themselves: Who are the people important to the story? What places are important to the story? What activities happened during the story?

Turn to page Planning a Broadcast in your student book. I will read the directions for you.

 **READ ALOUD: Plan your broadcast. List the people. List the places. List the activities.**

Note to Teacher: Depending on the skill set of your students, it may be more appropriate to modify this activity so they do not have to write. Consider providing students with printed words or pictures to cut out and glue into the columns on the page.

TEACHER SAY: To help you plan, I will ask you a series of questions. I will write your answers on the board so you can see how to write each word. You will practice writing the word in the column of your paper. Let's start with people. If I call your name, tell me the people I spoke about in the article.

 **STUDENTS DO:** Share ideas. Correct answers will depend on the current event selected by the teacher.

TEACHER DO: Recreate the chart in the student book on the board or chart paper. Use **Calling Sticks** to choose students to answer. Write the names or professions (doctor, mother, son, and others) of the people mentioned in the article under "People" on the board. Direct students to copy the word on their sheets.

 **STUDENTS DO:** Write the words or paste pieces of paper with the words on their sheets.

TEACHER DO: Continue pulling **Calling Sticks** to choose students to answer the following questions.

TEACHER SAY: What places does the article describe?

 **STUDENTS DO:** Share ideas. Correct answers will depend on the current event selected by the teacher.

TEACHER DO: Write the names of the places under "Places" on the board. Direct students to copy the words on their sheets.

 **STUDENTS DO:** Write the words or paste pieces of paper with the words on their sheets.

TEACHER SAY: What activities are described in the article?

 **STUDENTS DO:** Share ideas. Correct answers will depend on the current event selected by the teacher.

TEACHER DO: Summarize the activities described under "Activities" on the board. Direct students to copy the words on their sheets.

 **STUDENTS DO:** Write the words or paste pieces of paper with the words on their sheets.

5. TEACHER DO: Transition from preparing the content of the broadcast to preparing the props.



TEACHER SAY: Excellent. We just learned how preparing the content of a broadcast works. What we recorded on the board will be what you talk about in your broadcast. You will summarize the current event and describe the people, places, and activities involved. Now we need to prepare the prop we need for a broadcast. When journalists or reporters give a broadcast, they speak into a microphone.

TEACHER DO: Turn to page Making a Microphone in the student book and hold it up for students to find the same page.

 **STUDENTS DO:** Find the correct page in the student book.

TEACHER SAY: We are going to make a practice microphone for your broadcast. Has anyone ever seen a microphone before? Raise your hand if you would like to share where you saw a microphone.

TEACHER DO: Call on a few students with hands raised to share experiences, correcting misconceptions as they answer.

 **STUDENTS DO:** Share experiences.

TEACHER SAY: A microphone is a type of technology. We have learned about technology before. Can anyone guess what problem the technology of a microphone helps to solve? What does a microphone do?

 **STUDENTS DO:** Offer ideas about what a microphone does.

TEACHER SAY: When you speak into the microphone, it makes your voice louder so that others can hear. Before we make a microphone, we need to learn about what a microphone looks like. On this page, you see an image of a microphone. What shapes do you see? Turn to your Shoulder Partner and discuss.

 **STUDENTS DO:** Turn to their **Shoulder Partner** to identify shapes on the page. Correct answers should include circle at the top and black handle or rectangle at the bottom.

TEACHER SAY: Now look at the bottom picture. This is a picture of someone holding a microphone. Turn to your Shoulder Partner. Describe what part of the microphone a person holds. How do they hold the microphone? Pretend you have a microphone in your hand. Practice talking into it.

 **STUDENTS DO:** Discuss with their **Shoulder Partner**. Correct answers should be: holding the microphone on the black handle and holding it close to the mouth but not ON the mouth.

TEACHER SAY: I have recycled materials for you and tape. With your partner, Brainstorm, how could I use these materials to make a pretend microphone? How could I change the shape of the materials? How can I change the colors?

 **STUDENTS DO: Brainstorm** ideas with partner.

Note to Teacher: Give students flexibility in deciding how they want to modify the materials to make a microphone. Rather than correct them if they propose an idea that is not similar to how you would do it, ask questions like, "How will that be the top circle of the microphone? How could that be the bottom handle?" Assist students when needed with creating the three-dimensional object.

6. TEACHER DO: When students have made their microphones, transition to a **Role Play** of delivering the broadcast. Begin by modeling how to deliver a broadcast.

TEACHER SAY: Excellent microphones. Look at all the different microphones you made. Now it is time to deliver our broadcasts. I will model how to deliver one first. You will watch me, then practice with your partner.

TEACHER DO: Hold the microphone to your mouth as if you are speaking into it. **Think Aloud** as you model.

TEACHER SAY: I am holding the microphone close to, but not touching, my mouth. I speak into the microphone. I look directly at the people I am speaking to. I begin by saying, "Welcome to our community. Today I will share a current event." This event took place at (list places in the places column on the board).

The people at this event were (list the people on the board). The activities were (list the activities on the board).

Now it is your turn. Turn to your Shoulder Partner. If you have longer hair than your Shoulder Partner, you will practice delivering the broadcast first.



STUDENTS DO: Turn to partner and practice delivering the broadcast. Walk around the room, listening for students to include details about the people, places, and activities of the current event. Offer details and assistance when needed.

TEACHER SAY: Now it is time to swtich. Hand the microphone to your partner. Remember to begin with, "Welcome to our community. Today I will share a current event."



STUDENTS DO: Turn to partner and practice delivering the broadcast. Walk around the room, listening for students to include details about the people, places, and activities of the current event. Offer details and assistance when needed.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER DO: To conclude, have one student group come to the front of the class and demonstrate their broadcast.

TEACHER SAY: Now it is your turn to conclude the class for the day. Which group would like to come to the front of the class and demonstrate their broadcast for the entire classroom?



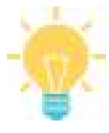
STUDENTS DO: Demonstrate a broadcast.

Lesson 4 Overview

LEARNING OUTCOMES	MATERIALS	KEY VOCABULARY
Students will: • Sort types of transportation. • Identify the best form of transportation for different needs. • Make recommendations on transportation types for people living in the local town.	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons	• Walk • Bike • Car • Bus • Train • Plane • Boat • Long distance • Short distance

PREPARATION

On seven separate pieces of paper, write the seven types of transportation: bus, walk, bike, car, train, plane, boat. Post each piece of paper in clearly visible places along the walls of the room. Leave plenty of space between each so that students can walk under them in a line. Keep these papers for use in Lesson 8.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: To begin class, I am going to call on one student to come to the front of the class and lead the opening. This student will ask, "What do you remember about yesterday's lesson on current events?"

TEACHER DO: Call on a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have them come to the front of the room.



STUDENTS DO: Lead student asks the question, "What do you remember about yesterday's lesson on current events?" The student should have others raise their hands and call on them one at a time for their response.

TEACHER SAY: Families that are new to town will want to learn about current events. Now you know how to help them. You can describe important events. Today, we are going to help our new family in another way. We will help them learn more about how our town works. We will teach them about the different ways to travel around town.

2. TEACHER DO: Review the transportation types students have learned about with riddles. You will give three statements about different types of transportation. As you describe the type of transportation, students should raise their hands when they know what kind of transportation you are describing.

TEACHER SAY: Earlier in the year, we learned about different types of transportation. There are seven types of transportation. Let's see how quickly we can count to seven. Count with me.



STUDENTS DO: Count 1, 2, 3, 4, 5, 6, 7.

TEACHER SAY: We have solved riddles with transportation before. Let's solve another one. I am going to describe a type of transportation in three sentences. When you think you know what type of transporation I am talking about, raise your hand.

This kind of transportation is for short distances.
This kind of transportation uses two wheels.
This kind of transportation needs humans to pedal it.
Do you know what kind of transportation this is?

 STUDENTS DO: Guess the answer.

TEACHER DO: Call on one of the students with their hands up. The correct answer should be a bicycle. Write "bicycle" on the board.

TEACHER SAY: **Let's try another one.**
This kind of transportation has no wheels.
This kind of transportation moves in water.
This kind of transportation can use sails or a motor.
Do you know what kind of transportation this is?

 STUDENTS DO: Guess the answer.

TEACHER DO: Call on one of the students with their hands up. The correct answer should be a boat. Write "boat" on the board. Continue asking riddles for the following five remaining transportation types: train, plane, walk, car, and bus. After each riddle, write the word on the board until all seven types of transportation are listed.

3. TEACHER DO: Connect the seven types of transportation to the theme "How the World Works" by asking students to reflect on the different types of transportation they use to get around town. You will create a human bar graph by asking questions and having students stand up and move to a different part of the room based on which kind of transportation they use.

Note to Teacher: If your classroom is too small for this activity, you can have students simply raise their hand for each kind of transportation and record the number on the board. Point to each student as you count them and have students count along with you.

TEACHER SAY: **Transportation is an important part of how the world works. Now that we have reviewed the seven kinds of transportation, let's think about how our town works. A new family will need to learn how to get around town. How do we use these types of transportation to get around? I am going to ask you a question. You will answer the question by walking to the sign that shows your answer.**

TEACHER DO: Point to the different transportation types posted around the room.

TEACHER SAY: **Let's begin. My first question is, "How do you get to school from home?" Stand up and walk to the transportation type that you use. Arrange yourselves in a straight line.**

 STUDENTS DO: Stand and walk to the transportation type they use.

TEACHER SAY: **Let's count how many students are in each group. Starting with the person standing closest to the wall, I want you to count. The first person should say "1," the next person will say "2," and continue on until we have counted how many students are in each category.**

 STUDENTS DO: Start with one category. Have students count off, then record the number on the board. Move to the next category and have students count off again, recording the number in the room.

Note to Teacher: If there are more than 20 students in one category, you can pick up counting for them after the 20th student.

TEACHER SAY: **Which category has the most students? Point to the category with your finger.**

 STUDENTS DO: Point to the most-used form of transportation for getting to school.

TEACHER SAY: **Why do you think that category has the most? Raise your hand if you want to share your ideas.**

 **STUDENTS DO:** Offer ideas. Answers may include information about how close or far the school is from most homes, the kinds of roads or paths that connect, or other information.

TEACHER SAY: (Summarize why the category with the most was used.) Which category has the least students? Point to the category with your finger. Why do you think that type of transportation is least used to get to school?

 **STUDENTS DO:** Offer ideas. They may include information about how close or far the school is from most homes, the kinds of roads or paths that connect, or other information.

TEACHER SAY: (Summarize why the category with the least was used.) Now let's try another question about how we travel in our town. How do you get to the doctor's office? Walk to the transportation type that you use. Arrange yourselves in a straight line.

 **STUDENTS DO:** Stand and walk to the transportation type they use.

TEACHER SAY: Let's count how many students are in each group again so we can compare groups. Starting with the person standing closest to the wall, I want you to count. The first person should say "1," the next person will say "2," and continue on until we have counted how many students are in each category.

 **STUDENTS DO:** Start with one category. Have students count off, then record the number on the board. Move to the next category and have students count off again, recording the number in the room.

TEACHER SAY: Which category has the most students? Point to the category with your finger. Why do you think that category has the most?

 **STUDENTS DO:** Offer ideas. They may include information about how close or far the doctor's office is from most homes, the kinds of roads or paths that connect, or other information.

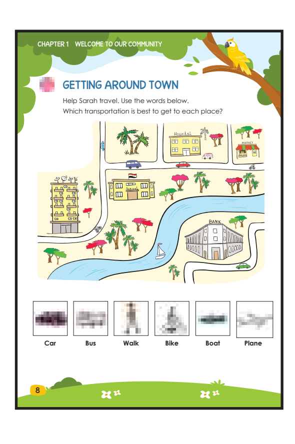
TEACHER SAY: (Summarize why the category with the most was used.) Which category has the least students? Point to the category with your finger. Why do you think that transportation is the least used to get to the doctor's office?

 **STUDENTS DO:** Offer ideas. They may include information about how close or far the doctor's office is from most homes, the kinds of roads or paths that connect, or other information.

TEACHER SAY: (Summarize why the category with the least was used.)

TEACHER DO: Repeat this procedure, asking how students get to the park and their best friend's house.

4. TEACHER DO: Connect student analysis of the most-used kinds of transportation in their town to welcoming Sarah to a new town.



TEACHER SAY: We just learned all the most popular ways we travel in our own town. This is how our town works. Let's help our friend Sarah decide on ways to move around her new town. Turn to page Getting Around Town.

 **STUDENTS DO:** Turn to page Getting Around Town in the student book.

TEACHER SAY: I will read the directions. Place your finger on the directions and follow along with me.

 **READ ALOUD: Help Sarah travel. Use the words below. Which transportation is best to get to each place?**

TEACHER SAY: Let's read the words in the word bank together. I will read each word first, then we will read it together. Let's put our finger on the first word.

TEACHER DO: Read all the words in the word bank first. Prompt students to follow along with you.

Note to Teacher: In this activity, students are asked to write the transportation words in the blanks shown by the different locations (home, school, doctor's office, bank, market). If your students struggle with writing the names of the different forms of transporation, you may choose to have them draw lines between the word bank and the locations on the map.

TEACHER SAY: Now, point to Sarah with me. She has to get to each different location. Work with your partner to decide which kind of transportation would be best for each place she goes. Write the transportation in each blank. We will do the first one together. I see that Sarah needs to get to school. It is a short path to school but there are no roads. What type of transportation could Sarah use?

 **STUDENTS DO:** Offer suggestions.

TEACHER SAY: That is right. Sarah could either walk or ride her bicycle. I will write walk because I like to take walks. You could also write bicycle. Some of these have more than one right answer. You decide which answer would you like to use. Work with your partner to complete the rest.

 **STUDENTS DO:** Work with their partners to fill in each blank.

TEACHER DO: Walk around the room. Assist students with writing as needed. As students make decisions, ask them to justify their decisions.

TEACHER SAY: Let's hear all the different answers we chose. Turn to your Shoulder Partner. Tell them the types of transportation you chose for each. Why did you choose that type?

 **STUDENTS DO:** Work with their **Shoulder Partner** to describe and justify decisions.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Look closely at Sarah's town. What kinds of transportation are best for her town? Why? What kinds of transportation are going to be used the least? Why?

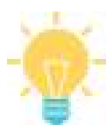
 **STUDENTS DO:** Discuss questions with their **Shoulder Partner**.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe professions in transporation. • Match transportation professions with tools. • Practice using appropriate behavior when traveling from place to place.	• Professional • Passengers • Bus driver • Pilot • Train conductor • Boat captain	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons

PREPARATION

In Lesson 4, you prepared seven separate pieces of paper that had the seven types of transportation: bus, walk, bike, car, train, plane, boat. If these are not hanging in the room, you may want to put them up again so students can see them. This lesson will refer to only four: train, plane, boat, bus.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **To begin class, I am going to call on one student to come to the front of the class and lead the opening. This student will ask, "What types of transportation do we use in our town?"**

TEACHER DO: Call on a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have them come to the front of the room.

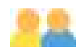


STUDENTS DO: Lead student asks the question, "What types of transportation do we use in our town?" The student should have others raise their hands and call on them one at a time for their response. **Calling Sticks** may be used.

TEACHER SAY: **Thank you for your help, (student name).**

2. TEACHER DO: Engage students in a discussion about the people who work in your community in places like schools, doctor's offices, and banks. In this lesson, you will be connecting what students know about transportation to the jobs involved in each field.

TEACHER SAY: **Eariler in this chapter, we talked about different kinds of transportation. Today we are going to talk about the people who have jobs in transportation. Turn to your Shoulder Partner. Can you list four different forms of transportation?**



STUDENTS DO: Turn to their **Shoulder Partner** to discuss.

TEACHER SAY: **Today we are going to focus on four of the forms of transportation: bus, plane, train, and boat. We are going to learn about the people who work in each form of transportation. These jobs make sure that people arrive safely. We will call this group of people transportation professionals. A professional is someone who gets paid to do their job.**

3. TEACHER DO: Give the students a series of clues to help them figure out what kind of transportation each job uses. This is similar to what you did in Lesson 4, but this time the focus will be on the jobs related to the transportation and the tools they use. The clues start out very vague and get more specific.

TEACHER SAY: I am going to pretend that I am a transportation professional. I will look out of my pretend window and tell you what I see. I will also tell you about my passengers. Passengers are the people who use my transportation to get from one place to another. Can you say the word, "passenger?"

 **STUDENTS DO:** Repeat the word, "passenger."

TEACHER SAY: A passenger is someone who uses transportation. Raise your hand if you have been a passenger.

 **STUDENTS DO:** Raise hands if they have been a passenger.

TEACHER SAY: In this activity you will try to guess what form of transportation I am in charge of and what my job is called. At the beginning of every clue, I will say, "I See Very Clearly." Are you ready to play I See Very Clearly? Do you have any questions?

 **STUDENTS DO:** Say, "yes" or ask for clarification of the directions.

TEACHER SAY: Here are the clues for our first transportation professional. Listen to all of the clues, then raise your hand if you want to guess.
I see very clearly many people waiting on the sidewalk.
I see very clearly many buildings all around.
I see very clearly a street out my front window.
I see very clearly a big steering wheel in front of me.
Can anyone guess who I am? Raise your hand if you think you know.

 **STUDENTS DO:** Raise their hands to respond. (Bus driver is the correct answer.)

TEACHER DO: You may want to ask students to identify the form of transportation. It is possible that they will need help with the job title, so praise them when they can figure out the form of transportation and help with the title. Lead students through a short **Role Play** with their **Shoulder Partner**.

TEACHER SAY: Let's pretend to be a bus driver. Let's pretend we are holding a steering wheel with our hands. Let's greet people as they board our bus.

TEACHER DO: As you speak, use your hands and body to **Role Play** what you are describing. Prompt students to do the same with you.

 **STUDENTS DO:** Follow along with the teacher, copying the gestures and words.

TEACHER SAY: Raise your hand if you have ridden a bus before. Keep your hand up if you would be willing to share what you remember. I will call on one person to share a memory.

 **STUDENTS DO:** One student shares memory of riding a bus.

TEACHER SAY: Here are the clues for our next transportation professional. Remember to listen to all of the clues, and then I will ask you to raise your hand if you have a guess.
I see very clearly many people waiting on the platform.
I see very clearly a station out my side windows.
I see very clearly a track out my front window.
I see very clearly a man yelling, "All aboard."
Can anyone guess who I am? Raise your hand if you think you know.

 **STUDENTS DO:** Raise their hands to respond. (Train conductor is the correct answer.)

TEACHER DO: Again, you may want to ask them to identify the form of transportation. It is possible that they will need help with the job title, so praise them when they can figure out the form of transportation and help with the title.

TEACHER SAY: **Let's pretend to be a train conductor. Let's pretend to put on our conductor's hat. Let's look out the window and wave to the people. Say, "All aboard."**

TEACHER DO: As you speak, use your hands and body to **Role Play** what you are describing. Prompt students to do the same with you.

 **STUDENTS DO:** Follow along with the teacher, copying the gestures and words.

TEACHER SAY: **Raise your hand if you have ridden a train before. Keep your hand up if you would be willing to share what you remember. I will call on one person to share a memory.**

 **STUDENTS DO:** One student shares a memory of riding a train.

TEACHER SAY: **Good job. Here are the clues for our next transportation professional. Remember to listen carefully.**
I see very clearly many people waiting on the dock.
I see very clearly water all around.
I see very clearly a sailboat floating past.
I see very clearly a city across the water.
Can anyone guess who I am? Raise your hand if you think you know.

 **STUDENTS DO:** Raise their hands to respond. (Boat captain is the correct answer.)

TEACHER SAY: **Let's pretend to be a boat captain. Let's put our hands out like we are holding a big boat wheel. Let's pretend we look out the window and see big waves around us. Let's pretend we are riding up and down the waves.**

TEACHER DO: As you speak, use your hands and body to **Role Play** what you are describing. Prompt students to do the same with you.

 **STUDENTS DO:** Follow along with the teacher, copying the gestures and words.

TEACHER SAY: **Raise your hand if you have ridden on a boat before. Keep your hand up if you would be willing to share what you remember. I wil call on one person to share an experience on a boat.**

 **STUDENTS DO:** One student shares an experience of riding in a boat.

TEACHER SAY: **We have one more transportation professional to learn. Here are the clues.**
I see very clearly many people sitting in rows.
I see very clearly a flight attendent giving people snacks.
I see very clearly clouds out my front window.
I see very clearly a city on the ground far below us.
Can anyone guess who I am? Raise your hand if you think you know.

 **STUDENTS DO:** Raise their hands to respond. (Pilot is the correct answer.)

TEACHER SAY: **Let's pretend to be a pilot. Let's put on our headphones. Let's hold our hands out like we are holding a plane's yoke. Let's pretend we look out the window and see the world beneath us.**

TEACHER DO: As you speak, use your hands and body to **Role Play** what you are describing. Prompt students to do the same with you.

 **STUDENTS DO:** Follow along with the teacher, copying the gestures and words.

TEACHER SAY: **Raise your hand if you have flown in a plane before. Keep your hand up if you would be willing to share what you remember. I wil call on one person to share with the class what you remember about the experience.**

 **STUDENTS DO:** One student shares an experience of flying in a plane.

TEACHER SAY: Good work. You have identified four different transportation professionals today. Can you remind me what those four professionals are called?



STUDENTS DO: Raise their hands to respond: pilot, train conductor, bus driver, and boat captain.



4. TEACHER DO: This next activity will help students to visualize the professionals who hold these jobs. Students will be matching forms of transportation with the pictures of professionals.

TEACHER SAY: Turn to page Working in Transportation in your student book. We are going to practice matching professionals to forms of transportation.



STUDENTS DO: Turn to page Working in Transportation.

TEACHER SAY: I will read the text for you.



READ ALOUD: Draw a line to match the professional to the correct form of transportation.



STUDENTS DO: Draw lines to match transportation and professionals.

Note to Teacher: If time allows, students can use the student book page to help them play **I See Very Clearly** *with a partner or let students lead in a whole class version.*

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. To conclude class, ask students to think about a world without the people who work in transportation.

TEACHER SAY: Today we learned more about how transportation works. We learned about the people who are transportation professionals. Imagine what the world would be like if we did not have people to help us get from one place to another. Turn to your Shoulder Partner to discuss.



STUDENTS DO: Turn to their **Shoulder Partner** to discuss.



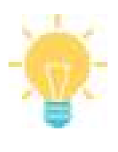
Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe the job of professionals who work in a bank. • Practice addition and subtraction. • Explain the importance of banking professions in the community.	• Bank • Money • Customer • Teller • Deposit • Withdrawal	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Play money if available • Deposit and withdrawal cards (described above)

PREPARATION

If possible, take a picture of a bank in your town that may be familiar to students. If you have a large table in the classroom, move it to the front before the lesson begins. Place three chairs on the side of the table facing the class, where the student "tellers" can sit. Bring in play money if available. Prepare the following deposit/withdrawal cards for students to read during the lesson.

Card 1: I have 5 LE. I will add 2 LE.
Card 2: I have 6 LE. I will take 1 LE.
Card 3. I have 1 LE. I will add 6 LE.
Card 4: I have 4 LE. I will take 3 LE.
Card 5: I have 3 LE. I will add 5 LE.
Card 6: I have 4 LE. I will take 2 LE.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **To begin class, I am going to call on one student to come to the front of the class and lead the opening. This student will ask, "What do you remember about yesterday's lesson? What did we learn about transportation workers?"**

TEACHER DO: Call on a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have them come to the front of the room.



STUDENTS DO: Lead student asks the question, "What do you remember about yesterday's lesson about transportation workers?" The student should have others raise their hands and call on them one at a time for their response. Calling Sticks may be used instead.

TEACHER SAY: **Thank you for your help, (student name).**

2. TEACHER DO: This is a good time to share a photograph of a local bank. If a bank was made when the students created models of buildings in Lesson 2, you may want to show that as well.

TEACHER SAY: **A new family will need to know where the bank is. A bank is a very important place in our community. Has anyone ever visited a bank? Raise your hand if you have.**

 **STUDENTS DO:** Raise hands if they have visited a bank.

TEACHER DO: If many children raise their hands, ask them to talk with each other about what they observed at the bank. If only a few raise their hands, call on a few to share with the class.

TEACHER SAY: It looks like many of you have visited a bank. Turn to your Shoulder Partner and talk about what you observed at the bank.

 **STUDENTS DO:** Students turn to their partner and talk about the bank.

TEACHER DO: Acknowledge student answers and be sure to clear up any misinformation they share about banks. Note how much your students do or do not know about banks

3. TEACHER SAY: Today, we are going to take an imaginary trip to the bank. Here is a picture of a bank in our town. Let's imagine we are traveling there. We are going to learn about the people who work there and why banks are an important part of how our world works. First, let's think. What is a bank?

 **STUDENTS DO:** Guess or offer experiences about what a bank is.

TEACHER SAY: People have been using banks for thousands of years and banks are found all over the world. A bank is a safe place where people can keep their money. To learn more about what happens at a bank, let's pretend we are at a bank. When you visit a bank, you are called a customer. We need six students to be our customers.

 **STUDENTS DO:** Raise hands to be chosen for the role of customer.

TEACHER DO: Write the word "customer" on the board. If possible, select six students who are strong in number sense and who are beginning to grasp addition and subtraction.

TEACHER SAY: Great. Now we have our customers. Our customers will be doing business at the bank today. Can you repeat the word, "customer?"

 **STUDENTS DO:** Say the word, "customer."

TEACHER SAY: Now we need three students to help our customers today. When a customer visits a bank, he or she will talk with a teller. A teller is a person who works at the bank. Tellers help customers with their money. Who would like to be our tellers?

 **STUDENTS DO:** Raise hands to be chosen for the role of teller.

TEACHER DO: Write the word "teller" on the board. Select three students and have them come to the front of the room. They will sit at the table, facing the class.

TEACHER SAY: Great. Now we have our tellers. They will be helping the customers who are visiting the bank today. Can you repeat the word, "teller?"

 **STUDENTS DO:** Say the word, "teller."

TEACHER DO: Have students practice saying the words a few more times, if needed. Clarify any questions about the role of each person.

TEACHER SAY: Now that we know the difference between a customer and a teller, let's find out what happens in a bank. When a customer has money that they want to put in the bank to keep it safe, they make a deposit. Can you repeat the word, "deposit?"

 **STUDENTS DO:** Repeat word, "deposit."

TEACHER SAY: Deposit means you are putting money in the bank.

TEACHER DO: Make a motion with your hand like you are handing the money to the teller.

TEACHER SAY: Let's all pretend we are handing money to the teller.



STUDENTS DO: Make a motion with their hands to pretend they are handing money to the teller.

TEACHER SAY: Good job, everyone. Let's do it again and this time we will make the motion and we will say, "I would like to make a deposit."



STUDENTS DO: Make a motion to pretend they are handing money to the teller and say, "I would like to make a deposit."

TEACHER SAY: Very good. Again, deposit means you are putting money in the bank. When you take your money out of the bank, that is called a withdrawal.

TEACHER DO: Make a motion with your hand like you are taking money from the teller and putting it into your pocket.

TEACHER SAY: When I make a withdrawal, I am taking my money out of the bank. Let's all pretend we are taking money from the teller as we make a withdrawal. Can you repeat the new word, "withdrawal?"



STUDENTS DO: Repeat word, "withdrawal." Make a motion with their hand to pretend they are taking money from the teller and putting it in their pockets.

TEACHER SAY: Good job, everyone. Let's do it again and this time we will make the motion and we will say, "I would like to make a withdrawal."



STUDENTS DO: Make a motion with their hand to pretend they are taking money from the teller and putting it in their pockets and say, "I would like to make a withdrawal."

TEACHER SAY: Very good. We have learned what customers do when they visit the bank. They can make deposits, to put money into the bank, or they can make withdrawals, to take money out of the bank.

TEACHER DO: If more practice is needed with the words deposit and withdrawal, make the motions and say the words with students a few more times.

4. TEACHER DO: Hand one of the cards you have prepared to each of the students who are playing the role of customer. Remember, when you use the word deposit, make a motion with your hand like you are handing the money to a teller. When using the word withdrawal, make a motion to show that you are taking money from a teller and putting it in your pocket.

TEACHER SAY: Each of our customers will talk to a teller. Some customers will deposit money, and some will withdraw money. Let's see what happens first. Remember to first greet the teller politely.

TEACHER DO: Invite one of the students to come forward and approach the first teller. You will direct the student to greet the teller and read the card so that the class can hear it.

Note to Teacher: If students are not able to read the cards, assist them by reading the information out loud first, then ask students to read together.



STUDENTS DO: Step up to the table in front of the first teller and read a card loud enough for all to hear.

TEACHER DO: Ask the student to repeat the card a second time, if needed, to ensure that all of the students have a chance to think about whether this is a deposit or withdrawal.

Note to Teacher: The answers for this part of the lesson will depend on which card the student is reading.
Card 1: Deposit, 7 LE
Card 2: Withdrawal, 5 LE
Card 3: Deposit, 7 LE
Card 4: Withdrawal, 1 LE
Card 5: Deposit, 8 LE
Card 6: Withdrawal, 2 LE

TEACHER SAY: **Students, is (student name) making a deposit today or a withdrawal?**

TEACHER DO: When students provide the correct answer, encourage them by telling them they are correct. Then ask them to help figure out how much money the customer will have after the transaction.

TEACHER SAY: **That is correct. How much money will our customer (student name) have now that the transaction is complete?**

TEACHER DO: Help the students show the initial amount with their fingers, counting one number at a time. Then, as a whole group, add or subtract the money indicated in the transaction. You will repeat the process with the other five cards, asking students to decide if the customer is making a deposit or withdrawal and how much money they have at the end of the transaction.

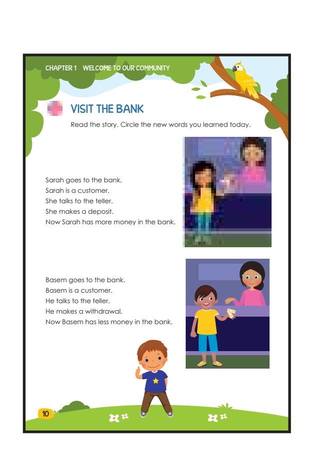
TEACHER SAY: **Thank you to all of the students who helped us by playing customers and tellers. Students, let's all say thank you to them.**

 **STUDENTS DO:** Say, "thank you."

TEACHER SAY: **You may return to your seats.**

 **STUDENTS DO:** Return to their seats.

5. TEACHER DO: Use the student book page as a review of all of the words learned today. This will also give students a chance to see the new words in written form. As you read the text to the students, use the motions for deposit and withdrawl to help them remember the difference between the two words. Emphasize the words customer, teller, deposit, and withdrawal. You may choose to have the students write a plus sign next to the girl making a deposit and a subtraction sign next to the boy making a withdrawal to help them remember the meaning of those words in the future.


CHAPTER 1 WELCOME TO OUR COMMUNITY

VISIT THE BANK

Read the story. Circle the new words you learned today.

Sarah goes to the bank.
Sarah is a customer.
She talks to the teller.
She makes a deposit.
Now Sarah has more money in the bank.

Basem goes to the bank.
Basem is a customer.
He talks to the teller.
He makes a withdrawal.
Now Basem has less money in the bank.

10

TEACHER SAY: **What fun we had pretending to be at the bank today. Let's review all of the words we learned using a page in your student book. Turn to page Visit the Bank. I will read the text for you. As I read, you are going to act out the story in place.**

TEACHER DO: Read the text to the students and model the motions you are asking them to show.

TEACHER SAY: **Sarah goes to the bank. Sarah is a customer. She talks to the teller. She makes a deposit. Students, let's read that sentence again and show the motion for deposit.**

 **STUDENTS DO:** Make motion for deposit and read the sentence with the teacher.

TEACHER SAY: **Now Sarah has more money in the bank. Let's write a plus sign next to the sentences we just read.**

 **STUDENTS DO:** Write a plus sign next to the sentences.

TEACHER SAY: **Let's keep reading. Basem goes to the bank. Basem is a customer. He talks to the teller. He makes a withdrawal. Let's read that sentence again and show the motion for withdrawal.**

 **STUDENTS DO:** Make motion for withdrawal and read the sentence with the teacher.

TEACHER SAY: **Now Basem has less money in the bank. Let's write a subtraction sign next to the sentences we just read.**

 **STUDENTS DO:** Write a subtraction sign next to the sentences.

TEACHER SAY: **You may all be seated. This page shows the new words we learned today. Our new words are customer, teller, deposit, and withdrawal. The directions on the page say to circle the new words you learned today.**

Let's start with the word "customer." Look at the word up here, then find it on your page. Circle the word every time you see it used.

TEACHER DO: Point to the word "customer" on the board. Repeat the process for finding "teller," "deposit," and "withdrawal."

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we pretended to visit the bank. We learned about customers and tellers and about deposits and withdrawals that are made at banks. We learned that banks are a safe place for people all over the world to keep their money. Imagine what it would be like if banks did not exist. Turn to your Shoulder Partner. Talk about what might happen if people did not have banks to keep their money safe.**

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe the job of professionals who work in a doctor's office. • Explain the importance of personal hygiene. • Recommend ways to stay healthy by following steps for self care in the morning.	• Doctor's office • Clinic • Doctor • Nurse • Thermometer • Bandage • Stethoscope • Patient	• Chart paper or blackboard • Images (printed or digital) of common tools a doctor uses: thermometer, bandage, stethoscope, disposable gloves • Markers or chalk • Pencils • Crayons

PREPARATION

If possible, take a picture of a doctor's office in your town with which students may be familiar. You may also use digital resources from the internet to show a variety of doctor's offices. If you can find some clothes to help you look more like a doctor, it would be a fun way to engage the students as you pretend to be the doctor.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: To begin class, I am going to call on one student to come to the front of the class and lead the opening. This student will ask, "What do you remember about yesterday's lesson when we pretended to visit the bank?"

TEACHER DO: Call on a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have them come to the front of the room.



STUDENTS DO: Lead student asks the question, "What do you remember about yesterday's lesson when we pretended to visit the bank?" The student should have others raise their hands and call on them one at a time for their response. **Calling Sticks** may be used for this.

TEACHER SAY: Thank you for your help, (student name).

2. TEACHER DO: This is a good time to share a photograph of a local doctor's office. If a doctor's office was made when the students created models of buildings in Lesson 2, you may want to show that as well. There may be students who have never been to a bank before, but most children have visited a doctor's office. This will be a chance for all of them to participate as they talk about their experiences.

TEACHER SAY: We learned that banks are important. Banks keep our money safe. Families new to town will also need to learn about the doctor's office. The doctor's office is an important place in our town. Here is a picture of a doctor's office in our town. Raise your hand if you have visited a doctor's office.



STUDENTS DO: Raise their hands if they have visited a doctor's office.

TEACHER SAY: It looks like many of you have visited a doctor's office. Turn to your Shoulder Partner and talk about what you observed there.

 **STUDENTS DO:** Turn to their partners and talk about the doctor's office.

TEACHER SAY: Today we are going to take an imaginary trip to the doctor's office. We are going to learn about the people who work there and why they are an important part of how our world works.

3. TEACHER DO: Engage students in a discussion about what a doctor does and how doctors help people. Doctors can help make us feel better, but they also help us take better care of ourselves. In this lesson, you'll be drawing out what students already know about how to take care of themselves.

TEACHER SAY: Yesterday when we visited the bank, some of you played the role of customer and some of you played the role of teller. Today when we take our pretend visit to the doctor's office, I am going to play the role of the doctor and all of you will be my nurses. A nurse is a person who helps the doctor to work with his or her patients. Do you think you can help me today and be my nurses?

 **STUDENTS DO:** Likely respond, "yes."

TEACHER SAY: Doctors and nurses need to have some tools to help them teach people how to take care of themselves. We already learned about a stethoscope this year. I wonder what other tools nurses and doctors use. Turn to your Shoulder Partner. List the tools you remember seeing in a doctor's office.

 **STUDENTS DO:** Turn to partners to discuss observations.

4. Note to Teacher: Some of the items used in a doctor's office will be familiar to students, some will not. Use the images you prepared of common tools including a thermometer, bandage, stethoscope and disposable gloves to help students with the drawing activity outlined in the next section. You may also wish to spend more time practicing the vocabulary, but it is not necessary for students to master the pronunciation of words such as stethoscope.

TEACHER SAY: Let's look at the tools we can use when pretending to be nurses. Turn to page Visit the Doctor's Office. I will read the directions.

 **READ ALOUD: These tools are used to help keep people healthy. Draw each tool.**

TEACHER DO: Involve students as leaders by having them draw a picture of each tool on the board as they are discussed. Write the word and choose a different student to draw each object. Show the images you prepared to help students make accurate drawings.

Note to Teacher: If possible, bring in a physical example of some of the objects to hold and display as you discuss. You can also use digital media sources and "research" with students what each object looks like by doing a simple web image search.

TEACHER SAY: As we work on this page together, we will need student helpers to draw the images on the board. I will write the word on the board and one student will be chosen to draw the image for all of us to see. This will help as we draw the tools in our student books. Who would like to be our first artist?

 **STUDENTS DO:** Raise their hands. One is chosen to draw.

TEACHER SAY: Have you ever had your temperature checked? What tool does the nurse use?

 **STUDENTS DO:** Respond with thermometer.

TEACHER SAY: Yes. The thermometer is used to take our temperature. A thermometer tells us if we have a fever. A fever makes you feel hot and sick. Everyone, show us how you look when you have a fever.

 **STUDENTS DO:** Demonstrate feeling hot and sick.



TEACHER SAY: You all look very sick. Our friend will draw a thermometer on the board for us. Find the word "thermometer" and draw a thermometer in your student book, too.

TEACHER DO: Write the word "thermometer" on the board. If possible, have a picture for the student to reference when drawing on the board. Ask students to practice saying "thermometer" either out loud or by whispering while they draw. Walk around and help students as needed.

 **STUDENTS DO:** Draw a picture under the word "thermometer."

TEACHER SAY: The next word is "bandage." How can a bandage help us?

 **STUDENTS DO:** Respond with answers such as, cover a scrape, stop something from bleeding, or keep a wound clean.

TEACHER SAY: Yes. Bandages can help you stop bleeding. Bandages can help protect a wound. Doctors and nurses use bandages to protect us from infection. Draw a picture of a bandage in your student book next to the word "bandage." Who would like to draw a picture of a bandage for us on the board?

 **STUDENTS DO:** Volunteer. When one is chosen, that student draws a bandage next to the word, "bandage," on the board.

TEACHER DO: Write the word "bandage" on the board. Ask students to practice saying "bandage" either out loud or by whispering while they draw. Walk around and help students as needed.

 **STUDENTS DO:** Draw a bandage in the student book.

TEACHER SAY: Let's be a doctor or nurse. We will pretend. Put a bandage on your Shoulder Partner's shoulder.

 **STUDENTS DO:** Pretend to bandage a patient.

TEACHER SAY: The next one is very difficult to say – "stethoscope." Stethoscopes are used to listen to our hearts. Why do you think we need to listen to our hearts?

 **STUDENTS DO:** Respond with answers such as, to hear the heartbeat, to see if we are healthy.

TEACHER SAY: Our heart beats because it delivers blood and energy all over our bodies. When we sleep or are sitting still, our hearts beat slowly. When we are active or exercise, our hearts beat faster.

A stethoscope is a special tool that goes into the nurse or doctor's ears so they can listen to your heart beating. You can draw this tool or you can choose to draw a picture of a heart.

TEACHER DO: Write the word "stethoscope" on the board. Choose another student to lead by drawing an image on the board. Students may choose to draw a stethoscope, or if that is too difficult, they may draw a heart. Walk around and help students as needed.

 **STUDENTS DO:** Draw a stethoscope or a heart under the word, "stethoscope."

TEACHER SAY: Let's be a doctor or a nurse. We will pretend. Can you give a listen to the heart of a pretend patient?

 **STUDENTS DO:** Pretend to give a listen using a stethoscope.

TEACHER SAY: The last words are "disposable gloves." Why do you think a doctor or nurse should wear gloves?

 **STUDENTS DO:** Respond with answers such as, stay safe, healthy, and clean.

TEACHER SAY: Yes, the disposable gloves protect the doctor and the nurse. The disposable gloves protect the patient too. The gloves are thrown away so no germs are passed from someone who is sick to someone who is healthy. Let's draw gloves in our book.

TEACHER DO: Write the words "disposable gloves" on the board. Choose another student to lead by drawing an image on the board. If possible, have a picture for the student to refer to when drawing on the board. As soon as "disposable gloves" is written, invite the student to draw the image. Walk around and help students as needed.

 **STUDENTS DO:** Draw gloves under the words "disposable gloves."

TEACHER SAY: **Let's think about being a doctor or a nurse. We will pretend. Everyone, put on your gloves.**

 **STUDENTS DO:** Pretend to put on gloves.

5. TEACHER DO: Encourage students to share experiences with medical offices, being mindful that some students have negative feelings about doctors. Emphasize that doctors and nurses help us stay healthy. Allow students to think of other tools used in medical professions.

TEACHER SAY: **We have drawn four pictures of tools that doctors and nurses use. Can you think of other tools you have seen in a doctor's office? Let's create a list.**

 **STUDENTS DO:** **Brainstorm** different medical tools.

6. TEACHER DO: Transition back from the student book to the role play activity of nurses at the doctor's office.

TEACHER SAY: **Good work on your drawings. Now that all of you have been trained as nurses on the tools we are going to use, let's meet our patients and see what we can do to help them. They seem to need some help.**

TEACHER DO: For each patient, you will read the description of the problem the patient is having and ask the students to help with a solution. Remember to help empower them to be the nurse who helps the doctor with his or her work. Only provide suggestions if the students do not seem to know what to do.

TEACHER SAY: **Before we meet each of our patients, it is important that the nurse and the doctor both prepare. What can the nurse and the doctor do to prepare for their first patient?**

 **STUDENTS DO:** Suggest putting on disposable gloves.

TEACHER SAY: **You make very good nurses. Remember, after each patient leaves, you will need to take off your disposable gloves and put on new ones for the next patient. If someone is sick, we do not want the next patient to get sick too. Let's put on our disposable gloves now.**

 **STUDENTS DO:** Pretend to put on disposable gloves.

TEACHER DO: If needed, remind students between each patient to take off and put on disposable gloves. Also emphasize the importance of washing hands with soap and warm water.

TEACHER SAY: **Our first patient is (pick a boy's name). His feet and hands are very dirty. It has been raining, and he was playing outside in the mud. He hurt his leg, and has a cut on his knee. Nurses, what does (name) need to do to keep himself healthy? Turn to your Shoulder Partner. Talk about what (name) must do.**

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

TEACHER DO: Listen as the students talk about their answers and choose someone who can share their ideas with the class.

TEACHER SAY: **That is a very good suggestion. What tool should a nurse use to help with a cut? Point to the tool on your page.**

 **STUDENTS DO:** Point to an appropriate tool (bandage).

TEACHER DO: Walk around as the students are pointing to the tool, bandage. Restate the students' answers before moving on to the next patient.

TEACHER SAY: **Our next patient (pick a girl's name) is feeling very hot. She says she is sick and her forehead feels warm. Nurses, what tool can we use to help her? Turn to your Shoulder Partner. Talk about which tool to use.**

 **STUDENTS DO:** Point to an appropriate tool (thermometer).

TEACHER DO: Walk around as the students are pointing to the tool, thermometer. Restate the student's answer before moving on to the next patient.

Note to Teacher: Repeat as time allows, using the stethoscope and any other tools your students brainstormed.

TEACHER SAY: **You have done such a good job of being my helpers today. Nurses, you have made my job as a doctor much easier. By learning more about the tools doctors and nurses use, we learn more about how doctors and nurses keep us healthy.**

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. To conclude class, ask students to think about a world without doctors and nurses.

TEACHER SAY: **Today we pretended to visit the doctor's office. We learned about the work that doctors and nurses do to help people stay healthy. We learned about the tools that help people stay healthy and how to use them. Imagine what it would be like if doctors and nurses did not exist. Turn to your Shoulder Partner. Talk about one of the important things that doctors and nurses do for us.**

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe various jobs of the professionals who work in a school. • Use descriptive words to describe a school environment. • Sing a thank you song for school workers.	• Job • Gratitude	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons

PREPARATION
Prepare a chart to share with the children that has the words for the thank you song (included in the lesson) written down with some space for the part with which they are going to help. If possible, arrange to have various adults who work in the school visit your classroom so that children may sing the thank you song and present cards/notes of gratitude.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: To begin class, I am going to call on one student to come to the front of the class and lead the opening. This student will ask, "What do you remember about yesterday's lesson when we pretended to visit a doctor's office?"

TEACHER DO: Call on a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have them come to the front of the room.



STUDENTS DO: Lead student asks the question, "What do you remember about yesterday's lesson when we pretended to visit a doctor's office?" The student should have others raise their hands and call on them one at a time for their response. **Calling Sticks** may be used.

Note to Teacher: If you feel like more review would be helpful, ask students to talk about the tools discussed in yesterday's lesson. They can share how the tools are used to help people stay healthy.

TEACHER SAY: Thank you for your help, (student name).

2. TEACHER DO: Transition to talking about the professional and place of the day: the school and people who work there.

TEACHER SAY: In the last two days we visited a bank and a doctor's office. We talked about the people who work in those places and how they help to make our town better. Today we are going to talk about a place where you spend a lot of time. We do not have to pretend to visit this place because we are already there. What building will do you think we will be exploring today?



STUDENTS DO: Respond, "school."

TEACHER SAY: That is correct. We are going to talk about school. We will focus on the people who work in schools. There are many adults who work at a school and help us learn. Let's start by thinking about the adults who work in our school. Turn to your Shoulder Partner. Talk about who works in our school.

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

TEACHER DO: Give students a few minutes to brainstorm a list of all the adults at the school. Walk around as they talk and listen to who they list. You might want to provide hints to prompt more brainstorming. For example, ask, "Are there adults who help with our meals? Are there adults who keep the school clean?"

3. TEACHER SAY: I heard you talk about a lot of the people who work in our school and help us every day. Let's make a list together of all those people. Raise your hand if you know someone we can add to our list.

Note to Teacher: For the people that students interact with often, you may want to write a name next to the job. It is important for students to be able to identify adults in the school and address them respectfully.

 **STUDENTS DO:** Raise hands and share by name or job people who work at the school.

TEACHER DO: Write the jobs on the board or on a piece of chart paper as students share them.

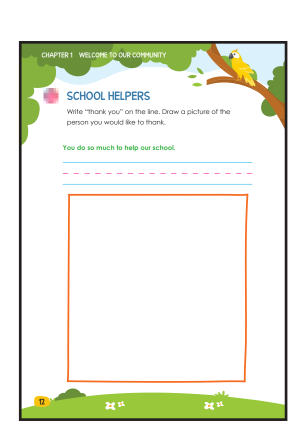
TEACHER SAY: This is a great list. There are many people who help in our school. Now I want you to think quietly. Let's put our fingers on our temples. What is one kind thing you remember someone at school doing? What is a time someone helped you?

TEACHER DO: Use **Wait Time** to allow students to think.

TEACHER SAY: Now turn to your Shoulder Partner. Tell your partner about who helped you. What did they do to help?

 **STUDENTS DO:** Turn to their partners and discuss memories.

TEACHER SAY: Professionals in our school do a lot to make sure the school runs successfully. When someone helps us or is kind so us, we can show them gratitude. When we show someone gratitude, we thank them for helping us or for doing something kind.



4. TEACHER DO: Write "thank you" in a place where students can easily see it to help them if they need help with the spelling.

TEACHER SAY: Let's show our gratitude to someone who works here at school. Turn to page School Helpers in your student book.

 **STUDENTS DO:** Turn to page School Helpers.

TEACHER SAY: I will read the directions for you.

 **READ ALOUD: Write "thank you" on the line. Draw a picture of the person you would like to thank.**

 **STUDENTS DO:** Write "thank you" and draw a picture.

Note to Teacher: Depending on the ability of your students, you may want them to include the name of the person they are thanking. Students may write, "Thank you, Mr. Stone" instead of just "thank you." You may also want to encourage students to draw the person doing his or her job, showing tools that help with the job. You may remove the thank you pages from the student books and have the students help deliver them.

5. TEACHER DO: For this part of the lesson, you will use a basic thank you song and ask the children to help you add to it. You can add any tune to this song that will engage students. The words "thank you" are spelled out in the directions, but you may choose to modify this to suit the needs of your students/class.

TEACHER SAY: The thank you pictures you made are such a nice way to show your gratitude to the people who work at our school. Another way we can show our gratitude is to share a song of thanks. I have part of a song that we can sing, but I need your help to finish it. We are going to work together to complete the song and then we will sing it to our school workers. Let's look at the part of the song that is already written.

TEACHER DO: Display the chart you have made that shows part of the song with space for the part with which the children will help. Point to each word as you read the song to them. Children who are interested in music can help decide how the song should be sung.

TEACHER SAY: The song is not finished, but I will read the words of the song that are already written. I would like you to just listen while I say the words.
T-H-A-N-K Y-O-U
T-H-A-N-K Y-O-U
Thank you, thank you, thank you.
You are _____________.
You make our school _____________.
You are _____________.
You make our school _____________.
You are _____________.
You make our school _____________.
Thank you, thank you, thank you.

STUDENTS DO: Listen while the teacher reads the words.

TEACHER SAY: Let's read the first part of the song together.
T-H-A-N-K Y-O-U
T-H-A-N-K Y-O-U
Thank you, thank you, thank you.

STUDENTS DO: Read the words aloud with the teacher.

TEACHER DO: Repeat these first three lines several times until the children get used to the words and rhythm. They should be able to sing/say the words without needing to look at the chart.

6. TEACHER SAY: Very good. You sound great. Now we need to fill in the words that are missing from the song. Let's think about some words we could use to describe the people who work at our school.

TEACHER DO: Take suggestions from the students about words for the song. These words will go in the lines that say, "You are _____________." Some words that they might suggest are: kind, helpful, hard-working, friendly, thoughtful, and smart.

STUDENTS DO: Read the words aloud with the teacher.

Note to Teacher: You may choose the additional words you need for the song or create a list of words and then have them choose their favorites. You do not have to worry about the lines of the song rhyming.

TEACHER SAY: Those are very good words to describe our school workers. Now we need to fill in the other words that are missing from the song. Let's think about some words we could use to describe the school. How would you describe school?

TEACHER DO: Take suggestions from the students about words for the song. These words will go in the lines that say, "You make our school _____________." Some words that they might suggest are: great, fun, wonderful, engaging, exciting, and a better place. You can also include words that align with the professions you chose like clean, safe, and healthy.

STUDENTS DO: Read the words aloud with the teacher.

7. TEACHER SAY: Wonderful. Now our song is finished and we can sing the whole thing. I will point to the words as we all sing together.

TEACHER DO: Point to the words as you sing together. Repeat the song several times, with the goal of students knowing the words without having to look at the chart.

Note to Teacher: This is a good time to have some adults come to your room so that the children can sing to them. If possible, you can record students singing and share the recording with the school workers at another time.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. To conclude class, ask students to think about a world without the people who work in our schools.

TEACHER SAY: Today we showed gratitude to the adults who work in our school. They do so much to help us and make our school a wonderful place to be. We drew pictures and even wrote them a song to show them our gratitude. Imagine what the school would be like if they did not work here. Turn to your Shoulder Partner. Talk about a person at school for whom you are grateful.

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Review and summarize knowledge of professions. • Create a brochure of the town.	• Background • Tools • Sign • Windows • Doors • Transportation	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons

PREPARATION

Prepare drawing or painting materials. Prepare a sample brochure of your own or obtain one from a local attraction to model for students. You may wish to have students create the brochures outside of the student book, on larger or smaller paper.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

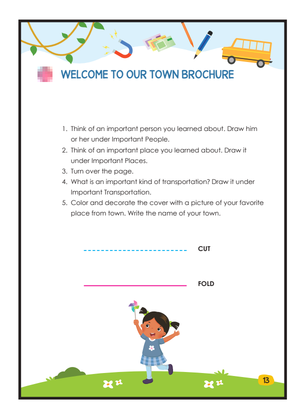
TEACHER SAY: **To begin class, I am going to call on one student to come to the front of the class and lead the opening. Who remembers what we did yesterday?**

TEACHER DO: Call on a student who recalls the lesson from the previous day. Choose that person to lead the opening of class.



STUDENTS DO: Lead student asks the question, "What do you remember about yesterday's lesson?" The student should have others raise their hands and call on them one at a time for their response.

2. TEACHER SAY: **Today we will take all we have learned in this chapter and put it together to make a welcome brochure for people new to our town.**



WELCOME TO OUR TOWN BROCHURE

1. Think of an important person you learned about. Draw him or her under Important People.
2. Think of an important place you learned about. Draw it under Important Places.
3. Turn over the page.
4. What is an important kind of transportation? Draw it under Important Transportation.
5. Color and decorate the cover with a picture of your favorite place from town. Write the name of your town.

CUT

FOLD

13

TEACHER DO: Direct students to turn to page Welcome to Our Town Brochure in the student book. Students will first add details to each section of the trifold brochure then color it at the end.

TEACHER SAY: **Turn to the brochure that has been started for you in your student book. This is a two-sided page that we will fold along the dotted lines to make a trifold brochure about our town.**

TEACHER DO: Hold up a completed brochure of your own or a brochure you have obtained from a local travel agency to demonstrate how a trifold brochure looks when it is completed.

TEACHER SAY: **We will work on each section, filling in details for people new to our town. The details will help them learn about how our town works. The brochure will provide information about important people, places, and ways to get around.**

I will start by reading the first direction. Place your finger on the number 1. Follow along with me as I read.

 READ ALOUD: **Think of an important person you learned about. Draw him or her under Important People.**

 STUDENTS DO: Follow along, silently reading the directions.

Note to Teacher: If appropriate, have students reread the first direction with you aloud.

TEACHER SAY: **We learned about many important professionals in our community over the past two weeks. I am going to act out being one of them. Raise your hand if you think you know who I am pretending to be.**

TEACHER DO: Turn to one of the students and ask them if they would like to make a deposit or withdrawl. Tell them you are going to give them five Egyptian pounds from their bank account and pretend to count out five pounds.

 STUDENTS DO: Raise their hands if they know the answer.

TEACHER DO: Write "teller" on the board.

TEACHER SAY: **Great job. Now it is your turn. Raise your hand if you would like to act out an important person for the class.**

TEACHER DO: Call students up one at a time. Whisper the following professions one at a time in their ears: nurse, school principal, conductor, bus driver, and pilot. Assist them with acting out the professions when needed. After each round of students guessing who they are, write the profession name on the board.

TEACHER SAY: **Now we have reviewed many of the important people we learned about. Choose one person on the board to draw on your brochure. Turn to your Shoulder Partner and tell them who you will draw. You do not need to choose the same person.**

 STUDENTS DO: Turn to their Shoulder Partner and state their chosen person.

TEACHER SAY: **Now think, what tools can you draw for that person? What man-made objects would he or she use? Turn to your Shoulder Partner and Brainstorm ideas of what you could draw.**

 STUDENTS DO: Turn to their Shoulder Partner and list ideas.

TEACHER DO: Move around the room and listen for ideas, correct misunderstandings when necessary.

TEACHER SAY: **Now it is your turn. Draw the details of the professional you chose and a background or scene around them.**

 STUDENTS DO: Draw details under the Important People section.

3. TEACHER DO: When students are ready, transition them to the next direction and section, Important Places. Write "Important Places" on the board.

TEACHER SAY: **We just helped people learn about the important people in our town. Now it is time to go to the next direction. Place your finger on number 2. Follow along with me as I read.**

 READ ALOUD: **Think of an important place you learned about. Draw it under Important Places.**

 STUDENTS DO: Follow along on their own papers.

Note to Teacher: If appropriate, have students reread the first direction with you aloud. To extend student understanding, consider having students create a brochure about a single topic so that the important person, place, and transportation are all related.

TEACHER SAY: **Just like we thought of all the important people in our community, it is time**

to think of all the important places someone will need to know about. Let's look at each of the people listed under "Important People" and ask, "Where do they work?" First, where does the teller work?

 **STUDENTS DO:** Raise their hands to offer answer. (Correct answer is bank.)

TEACHER DO: List the places that match the other professions from step 2, starting with "bank" for "teller." Continue to the other professionals, asking where each works and writing the name of the location underneath "Important Places."

TEACHER SAY: We made models of important buildings during this chapter. Turn to your Shoulder Partner. Brainstorm details you will add to a drawing of a building so that people will know what it is.

 **STUDENTS DO: Brainstorm** details, including the windows, doors, and signs.

TEACHER DO: Review students' answers as a whole class. Remind students of the shapes they can use to help them draw windows, doors, and signs.

TEACHER SAY: Chose one of the locations we have listed on the board to draw on your brochure. Add the details of the windows, doors, and sign to your building. You can copy the words I have on the board for the sign. Raise your hand if you need assistance.

 **STUDENTS DO:** Work individually to complete the Important Places portion of their brochures.

TEACHER DO: Walk around the room to assist students with writing when needed.

4. TEACHER DO: When students are ready, transition them to the next direction and section, Important Transportation. Write "Important Transportation" on the board.

TEACHER SAY: We just helped people learn about the important places in our town. But in order to get to these places, they will need to know how transportation works in our town. Let's look at the next two directions. Place your finger on number 3. Follow along with me as I read.

 **READ ALOUD: Turn over the page. What is an important kind of transportation? Draw it under Important Transportation.**

 **STUDENTS DO:** Follow along on their own papers.

Note to Teacher: If appropriate, have students reread the direction with you aloud.

TEACHER SAY: Just like we thought of all the important people and places in our community, we will need to help new families get around town. We learned about all the kinds of transportation we use in our town. Who can raise their hand and tell us, what kind of transportation do people use to get to school?

 **STUDENTS DO:** Raise their hands and offer answers. Answers may include walking, biking, riding the bus, or driving.

TEACHER DO: Write the forms of transportation under the Important Transportation heading on the board.

TEACHER SAY: Who remembers what kind of transportation people might use to get to the doctor's office?

 **STUDENTS DO:** Raise hands and offer answers. Answers may include walking, biking, riding the bus, or driving.

TEACHER DO: Complete the list of forms of transportation on the board.

TEACHER SAY: These are the most common types of transportation we use in our community. Choose one of them to draw in the Important Transportation section of the brochure. Turn

your page over to find the Important Transportation section.

TEACHER DO: Turn over the sample page and point to the correct section.

TEACHER SAY: Remember that the page Getting Around Town has simple pictures of the transportation types for you to use as you draw.



STUDENTS DO: Work individually to complete the Important Transportation portion of their brochure.

TEACHER DO: Walk around the room to assist students when needed.

5. TEACHER DO: When students are ready, transition them to the next direction and section, Welcome Page.

TEACHER SAY: Great job students. We are almost done. Let's read the next direction. Place your finger on number 5. Follow along with me as I read.



READ ALOUD: Color and decorate the cover with a picture of your favorite place from town. Write the name of your town.



STUDENTS DO: Follow along on their own papers.

Note to Teacher: If appropriate, have students reread the direction with you aloud.

TEACHER SAY: Let's first write the name of our town. I will write it on the board. If you are able, please write the name of our town on your brochure.

TEACHER DO: Write the name of your town on the board. As students practice writing, walk around the room and assist when necessary. If students cannot write the name of the town, they may write the name of the school or their own names on the cover of the brochure.



STUDENTS DO: Write the name of their town in the blank.

TEACHER SAY: On the very first day of this chapter, we talked about our favorite places in town. Some of your said a friend's home, some of you said the park. We listed many different places. Now it is your turn to chose how you want to decorate the cover. What colors will you use? What shapes will you use?

TEACHER DO: Use **Calling Sticks** to call on students to share a favorite place and what colors and shapes they will use.

TEACHER SAY: Now that you have the name of our town written on the brochure, it is time to decorate it with your favorite place.

TEACHER DO: Walk around the room to assist students when needed.

6. TEACHER DO: Demonstrate how to fold the completed brochure for the class.

TEACHER SAY: Now we are ready to fold our brochure. Take the edge of the page and fold it inward where it says FOLD. Fold it again where it says FOLD.



STUDENTS DO: Fold brochures to create a trifold. Assist students when needed.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: You created something that will be very helpful for people who are new to our town. Remember, Sarah was nervous when she moved to a new town. It can be scary to be the new kid. You showed great kindness during this chapter. You thought about how to help new people. Turn to your Shoulder Partner and thank them for being kind and helpful.



STUDENTS DO: Encourage each other and describe how they were kind and helpful.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Practice sharing the brochure with a partner. • Role play welcoming a new family to town. • Use complete sentences and appropriate details in describing the important places in the town.	• Expectations • Details • Communication	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons

PREPARATION
During this lesson, students will **Role Play** with partners with whom they have not yet worked. Choosing groups of students before class will help the transition into group work move smoothly.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

Have students Popcorn one thing they learned about how the world works during this chapter.

TEACHER SAY: Today is the last day of our first chapter learning about how the world works. You have learned so much and have impressed me with all that you know about how our town works. Let's begin class with a Popcorn. When someone calls your name, tell them one thing you learned about how our town works. I will begin. In this chapter, I learned that a nurse helps a doctor in keeping people healthy. Popcorn (student name).

 **STUDENTS DO:** Use the **Popcorn** strategy to state what they learned then call on another student to share their ideas.

TEACHER SAY: Wow, we have learned so much. I am excited to see you present your brochure to your classmates today.

2. TEACHER DO: Begin by encouraging students to outline expected behavior during presentations.

TEACHER SAY: We have already done many presentations this year. I think you know expected behavior. I need a volunteer to model what we expect to see and hear when we present our brochures.

TEACHER DO: Choose a student to come to the front of the room. The student will model behavior as directed by students.

TEACHER SAY: (Student name) will be the first speaker. Let's help him/her remember good speaking behavior. You say the behavior and (student name) will model it. For example, we know we have to stand up straight.

 **STUDENTS DO:** Modeling student stands up straight.

TEACHER SAY: (Student name) will choose who will give him/her directions. The rest of us will model behavior for listening. (Student name) will call on other students, one at a time.

 **STUDENTS DO:** Model behavior, raise hands. The student who is demonstrating calls on students.

TEACHER DO: If there is an expected behavior that is not demonstrated, ask for all students to model that behavior. Be sure to thank the volunteer.

3. TEACHER DO: Transition to modeling the content and details you expect students to include when sharing their Welcome to Our Town brochure. Clarify the details students should include when presenting their brochure to a new town member.

TEACHER SAY: Now that we remember how to speak clearly and with confidence, we must decide on the details we will give when we show our brochure to someone. We have drawn important places, people, and transportation types in our town. We must also include why they are important and what our town would be like without them.

I will put you in pairs. One student will pretend to be a new student. The new student will introduce themselves, say they are new to town, and then ask for help finding important services.

I will model first. "Hi, my name is (teacher name) and I am new to town. Can you please help me learn about about this place?"

Now it is your turn. Turn to your Shoulder Partner and pretend to be the new student.

 **STUDENTS DO:** Practice introducing themselves to their partners and pretending to be a new student.

TEACHER SAY: You will take turns being the new student and being the presenter. When it is your turn to be the presenter, you will show the new student your brochure. For each page of your brochure, you will state the person, place, or transportation you drew. Use one sentence to describe the person, place, or transportation. You will then state why the thing you drew is important and explain what the world would be like without it. First, I will model for you.

TEACHER DO: Model presenting your brochure to a new student.

TEACHER SAY: Now that we know our expectations and the details we should include, let's practice presenting our brochure with our partners. Turn to your partner and present each page of the brochure. Remember to first describe what you drew. Then explain why it is important and what the town would be like without it.

 **STUDENTS DO:** Practice presenting their brochures and answering questions.

TEACHER DO: Walk around the classroom as students practice. Direct students as needed. After allowing about five minutes for partners to practice, bring the students back together with the **Hands Up** strategy.

4. TEACHER SAY: Now that you have practiced with your partner, it is time to find someone new and Role Play being new to town. Follow my directions as we get into groups.

TEACHER DO: Assign groups to different areas of the room. Make certain each group knows who will practice being the new student first and who will be showing the new student the important parts of the town on their brochure.

TEACHER SAY: Now that you know your groups, let's Role Play. I will be walking around so I can hear all of you. Okay, new students and presenters. Let's get started.

 **STUDENTS DO:** Students play act at being new to town as other students warmly greet them and show them the important people, places, and transportation in the town.

TEACHER DO: Walk around the classroom, listening to presentations and encouraging students. Prompt groups to take turns role playing with a new "new student."

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. This is the end of the first chapter in the theme "How the World Works." Make sure that you celebrate the students' hard work.

TEACHER SAY: Find someone in your group you have not worked with recently. Share what you liked about their Welcome to Our Town brochure. Practice being respectful listeners.

 **STUDENTS DO:** Share and compliment the work of their peers.

TEACHER SAY: Work with your group to discuss what you learned about how the world works. Raise your hands when you are ready to share two things you all learned.

 **STUDENTS DO:** Collaboratively decide on learning and share ideas with the class.

TEACHER SAY: Let's celebrate our work. Turn and thank someone in the class for helping you learn.

 **STUDENTS DO:** Celebrate and appreciate their peers.

KINDERGARTEN II

Multidisciplinary

HOW THE WORLD WORKS

Chapter 2: Playing with New Friends

Theme Overview

Playing with New Friends

COMPONENT	DESCRIPTION	LESSONS
Discover	Students use illustrations to predict events in a story. Students infer importance of rules to a game. Students support answers to questions with written text.	3
Learn	Students learn about and mimic actions of animals within the environment. Students identify action words and descriptive words for motion. Students define force and motion through tangible experience. Students determine that magnets attract certain materials.	5
Share	Students redesign a favorite game, changing the goal and one rule. Students collaborate with a group to make decisions about the created game. Students use speaking and listening skills to present the new game to classmates.	2

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Life Skills Addressed

Playing with New Friends

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Foundational Skills: Print Concepts
- Follows words from right to left, top to bottom, and page to page.
- Recognize that spoken words are represented in written language that follows rules.

Foundational Skills: Phonological Awareness
- Demonstrate basic knowledge of each letter and its corresponding sound.
- With support, read emergent-reader texts with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of text.

Phonics and Word Recognition
- Read common, high frequency words.

Reading Comprehension: Literature
- Use illustrations in a story to describe its characters, setting, or events.
- Identify characters, settings, and major events in a story with prompting and support.
- Ask and answer questions about unknown words in text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend literature of appropriate complexity for KG2.

Reading Comprehension: Informational Text
- Answer questions about key details in text with prompting and support.
- Know and use various text features to locate key facts or information in text.
- With prompting and support, read and comprehend informational text appropriately complex for KG2.

Language: Vocabulary Acquisition and Use
- Distinguish shades of meaning among verbs describing the same general action.
- Use words and phrases acquired through conversation, reading, and being read to.

WRITING:

Foundational Skills
- Write high-frequency words.
- Arrange words to form sentences.
- Form sentences of two or three words.

Narrative
- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Recall information from experiences.

Process, Production, and Research
- Orally produce complete sentences in shared language activities.

SPEAKING AND LISTENING:

Foundational Skills
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Express thoughts, feelings, and ideas clearly.

Fluency
- Produce complete sentences when appropriate to task and situation.
- Use singular and plural proper and common nouns with making verbs in basic sentences.

MATH:

Counting and Cardinality
- Use ordinal numbers (i.e., first, second, third) to describe objects up to 10 (tenth).

Operations and Algebraic Thinking
- Represent addition and subtraction with objects; fingers; mental images; drawings; sounds; acting out situations; or verbal explanations, expressions, or equations.
- Fluently add and subtract within 10.

Geometry
- Correctly use terms such as above, below, beside, in front of, behind, and next to.
- Correctly name two-dimensional shapes (circle, triangle, square, rectangle).

SCIENCES:

Skills and Processes
- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using five senses, and trying things out.
- Design and make things with simple tools and a variety of materials.
- Identify parts of things and how one part connects to another.

Earth and Space
- Describe space/time relations such as up, down, behind, in front of, before, during after.
- Investigate objects in the environment.

Life Science
- Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that
- support their growth and survival.
- Compare and explain how external features of plants and animals help them survive in different environments.

Physical Science

- Explain that there must be a cause for changes in the motion of an object.
- Describe the effect magnets have on a variety of objects.

Environmental Science

- Identify aspects of the environment that are made by human (roads, buildings, school) and those that are not made by humans (grass, trees, sand).
- Recognize that caring about the environment is an important human activity.

ART:

Sculpting

Developing Imagination

- Create artwork from own imagination.

Applied Arts and Handicrafts:

Using Materials from the Surrounding Environment

- Produce unique artworks using materials from the surrounding environment.

DRAMA:

Puppetry

Recognizing Shapes of Items Used in Puppetry

- Perform sounds of animals using puppets.

Demonstrating Appropriate Behaviors in Drama

- Respect the performances of classmates.

CH 2 Pacing Guide

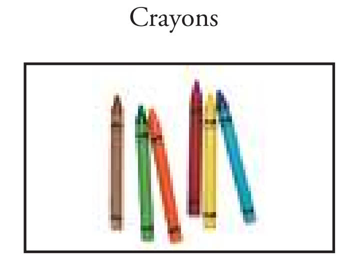
LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Discover the driving project for the unit. • Read a short KG2 appropriate story. • Analyze the roles and rules of popular games.
2	**DISCOVER: Students will:** • Identify natural and man-made features of games played outside. • Explain the importance of different roles within football. • Predict what would happen if a game did not have rules.
3	**DISCOVER: Students will:** • Read informational text about a game, comparing new to prior knowledge. • Explain the importance of rules within a game. • Determine goals of a game.
4	**LEARN: Students will:** • Identify parts of common animal types. • Mimic noises of animals with puppets. • Explain how the structures of animals help them survive in different environments.
5	**LEARN: Students will:** • Analyze the steps of making a game. • Use action words to describe the movement in a game.
6	**LEARN: Students will:** • Examine the effect of changing forces on the speed and direction of an object. • Explain there must be a cause for changes in the motion of an object.
7	**LEARN: Students will:** • Analyze the interactions of magnets with different materials. • Compare and evaluate work of peers.
8	**LEARN: Students will:** • Use a magnet as a tool to create a story. • Use imagination to create an invitation for a friend.
9	**SHARE: Students will:** • Design a favorite game with new goals and rules. • Participate in collaborative decision making.
10	**SHARE: Students will:** • Utilize speaking and listening skills to share created games. • Clearly describe and demonstrate a created game.

Materials Used

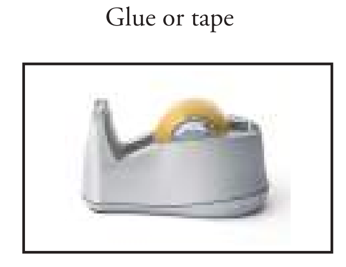
Student book

Pencils

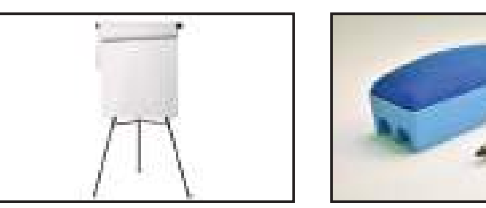
Crayons



Glue or tape



Blackboard or chart paper



Chalk or markers



Sheets of extra paper

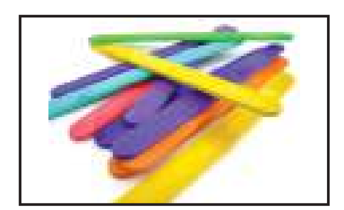


Index cards



Scissors

Craft sticks



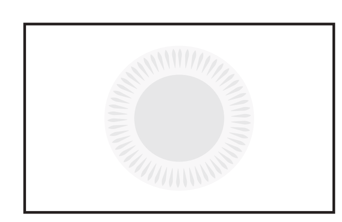
Markers

Balls of various sizes



Magnets

Paper plates or card stock



Paper clips



Paper cut into small squares, approx. 5cmx5cm

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Discover the driving project for the unit. • Read a short KG2 appropriate story. • Analyze the roles and rules of popular games.	• Shy • Goal • Rule	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book

PREPARATION

At the end of this chapter, students will redesign a favorite game, including changing an outdoor game to an indoor game. Collect game boards and any available items that may be used in a game. Also collect an assortment of supplies to make additional tools for use in Lesson 9.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Today we will begin a new chapter to learn more about how the world works. Do you remember the story we read about Sarah? She was moving to a new town. I will choose one student to come to the front and lead the opening discussion. The student leader will ask: What do you remember about helping our friend Sarah move to a new town?**

TEACHER DO: Choose a student who you know has developed a strong communication voice and will be able to ask the question you verbalize. Have the student come to the front of the room. Guide the student to include how Sarah feels in the story.



STUDENTS DO: Lead student asks the question, "What do you remember about helping our friend Sarah move to a new town?" Call on students with hands raised for response.

2. TEACHER DO: Thank the student leader and then introduce the new chapter, "Playing with New Friends," by reading another short story about Sarah.



TEACHER SAY: **In the last chapter, our friend Sarah learned about how our community works. The last time we read about Sarah, she felt nervous. She wanted to know the important places in her new town. I wonder what she is thinking now.**

Let's turn to the page, Sarah Looks for Friends.

TEACHER DO: Direct students to the correct page in the student book. Review the directions on the page.

TEACHER SAY: **Let's look at the picture of Sarah before reading the story. What details do you see in the picture that will help us understand the story? Turn to your Shoulder Partner and talk about the details.**



STUDENTS DO: Turn to partners and describe observations of pictures.

TEACHER SAY: The title of the story is, "Sarah Looks for Friends." How do you think Sarah will feel in the story? Turn to your Shoulder Partner and make a prediction.

 **STUDENTS DO:** Turn to partners and make predictions.

TEACHER SAY: Before I begin this story, let's share your predictions with the class. Raise your hand if you have an idea about how Sarah is feeling.

 **STUDENTS DO:** Raise hands and offer predictions.

3. TEACHER SAY: Those sound like interesting predictions. Now, let's read the directions. I will read the story first, and then we will read it together.

 **READ ALOUD: Read the story.**

TEACHER DO: First, read the story as students listen. Then, if appropriate, have the students read along with you for a second read-through of the story.

Note to Teacher: At this point in the year, students should recognize some high frequency words, but not all students may be ready to read aloud with you. If this is the case, modify this part of the lesson to fit the needs of your students. Point out the sentence structure and the key vocabulary terms.

TEACHER SAY: Use your index finger to point to each word as I read. Follow along with me.

 **READ ALOUD: Sarah wants new friends. Sarah feels shy. Sarah watches children playing football in the park one day. She wonders: What games do children play here? How do you play the games?**

 **STUDENTS DO:** Point with fingers to words as they are being read.

TEACHER SAY: Now read with me.

TEACHER DO: Reread the story, sentence by sentence. Model pointing to the words as you read.

 **STUDENTS DO:** Read and point to the words along with the teacher.

TEACHER SAY: Thank you for reading with me. Let's think about how Sarah might feel. Have you ever made a new friend? Raise your hand if you have a memory of making new friends. Keep your hand up if you would like to tell us one detail you remember about finding new friends.

TEACHER DO: Call on several students to share a memory. Use questions like, "How did you feel when you first met new friends?" to lead into the next line of questioning. Helping students personally connect to text will create deeper understanding.

 **STUDENTS DO:** Share experiences.

TEACHER SAY: Thank you for sharing. How does the story say Sarah feels? Turn to your Shoulder Partner. Explain how Sarah feels.

 **STUDENTS DO:** Turn to **Shoulder Partner** and discuss answers.

TEACHER SAY: Let's pretend we are shy now. Show with your face that you are shy.

 **STUDENTS DO:** Act shy.

TEACHER DO: If students do not understand the word "shy," discuss the definition and why a child may feel shy.

TEACHER SAY: Why do you think Sarah feels shy in this story? Turn to your Shoulder Partner and explain your answer.

 **STUDENTS DO:** Respond with ideas about meeting someone new.

TEACHER SAY: Sarah wonders about games kids play in the new town. Why do you think this is important to Sarah?

 **STUDENTS DO:** Share ideas with the class.

TEACHER SAY: In the story, Sarah has moved to a new town. It can be difficult to make new friends. One way we can make new friends is to share our games with them. In this chapter, we will learn new games. At the end of our study, we will make our own game.

Let's think about what we know about games. I wonder, what are your favorite games to play? Think to yourself. What is the name of your favorite game? Now turn to your Shoulder Partner. Whisper the name of your favorite game.

 **STUDENTS DO:** Turn to partners and **Whisper** names of favorite games.

4. TEACHER SAY: Let's think about your favorite game. All games have a goal. Say the word with me: goal.

 **STUDENTS DO:** Say the word "goal" along with the teacher.

TEACHER DO: Write the word "goal" on the board.

TEACHER SAY: A goal is what happens at the end of the game. It is how you know someone has won the game. Turn to your Shoulder Partner. Describe the goal of your favorite game. How do you know if you win?

 **STUDENTS DO:** Describe the goals of different games.

TEACHER SAY: Let's share a few of your ideas. (Student's name), please come to the front of the class and lead the discussion. We will say our favorite game and the goal of the game. Remember the goal is how you know you won.

TEACHER DO: Choose student leader, either with **Calling Sticks** or by raised hands.

 **STUDENTS DO:** Lead student calls on students to share ideas.

TEACHER SAY: Thank you all for sharing the goals of your game. Games are fun because they have a goal. All games have rules too. Say the word with me: rule.

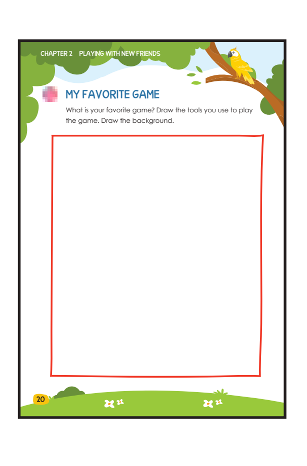
 **STUDENTS DO:** Say the word "rule" along with the teacher.

TEACHER DO: Write the word "rule" on the board.

TEACHER SAY: A rule is what you are or are not allowed to do in the game. For example, one rule in our school is to be respectful. Another is not to run in class. Turn to your Shoulder Partner. Tell the rules of your favorite game. What are you allowed to do? What are you not allowed to do?

 **STUDENTS DO:** Explain the rules of different games.

5. TEACHER DO: While students are working together, hand out student books.


CHAPTER 2 PLAYING WITH NEW FRIENDS

MY FAVORITE GAME

What is your favorite game? Draw the tools you use to play the game. Draw the background.

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TEACHER SAY: You have thought about the goal and rules of your favorite game. Let's draw our favorite game. Turn to the page, My Favorite Game, in the student book.

TEACHER DO: Direct students to the correct page.

TEACHER SAY: Follow along with me as I read the directions. Put your finger on the first word.

 **READ ALOUD: What is your favorite game? Draw the tools you use to play the game. Draw the background.**

TEACHER SAY: Let's think about the details of the game. First, close your eyes and imagine you are playing your favorite game. What tools do you use in your game? Do you use a ball, stick, ring, or die? Maybe it is a board game. What kind of pieces do you see?

TEACHER DO: Use **Wait Time** as students imagine the tools of their game.

TEACHER SAY: Now, open your eyes and draw what you use to play the game.

 **STUDENTS DO:** Draw the tools of different games, using memory and imagination.

TEACHER DO: Assist as needed. If students have difficulty understanding the idea of tools for a game, bring students back together. Lead a discussion about what is needed to play a few sample games.

TEACHER SAY: Now let's draw the background of the game. Where do you play this game? Do you play it in the park? Do you play it in your home? Put your finger on your temple and think to yourself. Now, draw the place you imagine when you play your favorite game.

 **STUDENTS DO:** Draw the background of different games.

TEACHER DO: As students are working, walk around the classroom, asking students about their favorite game. Encourage them to include as many details as possible in their drawings.

TEACHER SAY: You are already starting to think about games to help Sarah. Let's clean up our area before we close our discussion.

 **STUDENTS DO:** Clean area.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we started talking about games. Let's end class by pretending to help our friend Sarah. Turn to your Shoulder Partner. Pretend your partner is Sarah. Explain how to play your favorite game.

 **STUDENTS DO:** Turn to partner and explain how to play the game they drew.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify natural and man-made features of games played outside. • Explain the importance of different roles within football. • Predict what would happen if a game did not have rules.	• Natural • Man-made • Football • Goalie	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • Paper (can be recycled), one sheet per four students

PREPARATION

If available, find a video of children playing football. It will be used to engage students and to determine prior knowledge. Create a chart that will be used throughout the week. List the following questions on one side. Leave room for columns to be added for responses. The first column will be "football."

1. Where is the game played?
2. What is the goal?
3. What are the rules?



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: To begin class, I will choose one student to come to the front to lead the opening discussion. The student leader will ask, "How can we help Sarah make new friends?"

TEACHER DO: Call a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have the student leader come to the front of the room.



STUDENTS DO: Lead student asks the class, "How can we help Sarah make new friends?" Call on students with hands raised for response.

2. TEACHER DO: Thank the student leader and then lead students through a discovery of outdoor games by looking at images of people playing football.

TEACHER SAY: Yesterday we talked about our favorite games. Let's discover more about how games work. We know games can be played inside or outside. Let's sort your favorite games as inside or outside games. I will choose a student leader to call on students. Tell us your favorite game and whether it is played inside or outside.

TEACHER DO: Create a **T-chart** with headings of "inside" and "outside." If students suggest games can be played both inside and outside, add a third column for "both." Save list of favorite games for later in the chapter, if possible.



STUDENTS DO: List favorite games and identify if they are played inside or outside.

Note to Teacher: If a video is available, display it for the class at this time. You may also use digital images to engage students and discover prior knowledge about the game. Allow students to share personal experiences with the game. Adjust the next part of the lesson to meet the needs of the students.



3. TEACHER SAY: **Very good sorting. Today we will discover more about outside games. Games use natural and man-made tools and locations. Let's look at pictures of a popular outside game, football. Turn to the page, Football, in the student book.**

How many of you play football? Raise your hands.

 STUDENTS DO: Find the correct page, respond with raised hands.

TEACHER SAY: **Talk with your Shoulder Partner. What is your favorite part of playing football? If you have not played football, share what you think would be fun about football. Be sure to add why you think this.**

 STUDENTS DO: Share experiences and opinions about football.

TEACHER DO: Listen to student discussions to assess prior knowledge of the sport. Adjust questions and discussion to meet the needs of the students.

4. TEACHER SAY: **We talked about man-made objects in our last chapter. Talk with your Shoulder Partner. How are man-made objects different from natural objects?**

 STUDENTS DO: Discuss with partners.

TEACHER DO: Listen to student discussions to determine understanding. Review as a whole group if necessary.

TEACHER SAY: **Thank you for reviewing. Let's find out what man-made and natural objects we use to play football. Follow along with me as I read the directions. Put your finger on the first word.**

 READ ALOUD: **These are pictures of football. Look at the pictures. Circle man-made objects. Draw a rectangle around natural objects.**

TEACHER SAY: **First, let's start with man-made objects. With your Shoulder Partner, use your finger to point to all the man-made objects you see in the images.**

 STUDENTS DO: Point to man-made objects in the image.

TEACHER SAY: **Now, draw a circle around the man-made objects.**

TEACHER DO: Observe students as they work, asking why they are identifying the objects as man-made.

 STUDENTS DO: Draw circles around man-made objects.

TEACHER DO: Repeat instructions to point to and identify (by drawing a rectangle around) the natural objects.

 STUDENTS DO: Draw rectangles around natural objects.

TEACHER SAY: **Let's pretend we are inviting Sarah to play football with us. Where would we meet to play? Whisper your answer to your Shoulder Partner.**

STUDENTS DO: Whisper responses.

TEACHER SAY: **Now, let's think a little harder. Sarah does not know the town very well. How can we describe the place we want to meet Sarah using things we see? Think about the natural and man-made objects you could describe to help Sarah find our game. Let's share our ideas with the whole class.**

 STUDENTS DO: Describe a local place to play football.

TEACHER SAY: This will help Sarah find us. What should we tell Sarah to wear when we play? Look at the pictures. Tell your Shoulder Partner. What are the players wearing?

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

5. TEACHER DO: Transition to leading students through a reading activity to learn more about how football works.


CHAPTER 2 PLAYING WITH NEW FRIENDS

FOOTBALL ARTICLE

Read the article. Answer the questions.

Football is an outside game.
A football game has two teams.
The players kick the ball.
Each team has one goalie. The goalie protects the goal.
The team gets a point when the ball goes in the goal.
The team with the most points wins.
Players can only use their feet.
Goalies can use their hands and feet.
Players may not hit each other.

Questions:

1) Where is the game played?

2) What is the goal of football?

3) What are the rules of football?

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TEACHER SAY: We know a lot about football from our experiences. We used pictures to learn more about football. We can also use books and articles to learn more about how our world works. Let's read a short article about football. Turn to the page, Football Article.

Note to Teacher: At this point in the year, students should recognize some high frequency words, but not all students may be ready to read aloud with you. If this is the case, modify this part of the lesson to fit the needs of your students. Point out the sentence structure and the key vocabulary terms.

 **READ ALOUD: Read the article. Answer the questions.**

TEACHER DO: Students will begin by listening as you read each sentence. If possible, project the image of the page for all students to see.

TEACHER SAY: I will read the article first. I will point to each word as I read. Use your index finger to point to the first word. Follow along with me as I read.

 **READ ALOUD: Football is an outside game. A football game has two teams. The players kick the ball.**

 **STUDENTS DO:** Follow along with the teacher.

TEACHER SAY: We can pretend we are players. Let's pretend to kick a ball.

TEACHER DO: Pretend to kick an imaginary ball in the air. Pretend to pass the ball to students in the room and have them pass to another student.

 **STUDENTS DO:** Practice passing the ball alongside the teacher.

TEACHER SAY: That was fun. Let's keep reading.

 **READ ALOUD: Each team has one goalie. The goalie protects the goal.**

TEACHER SAY: Let's pretend we are the goalie. Hold your hands out to either side and pretend to block balls.

 **STUDENTS DO:** Pretend to guard a goal.

TEACHER SAY: I bet we would make good goalies. Let's keep reading.

 **READ ALOUD: The team gets a point when the ball goes in the goal. The team with the most points wins.**

 **STUDENTS DO:** Follow along with the teacher.

TEACHER SAY: Pretend we just kicked the ball in the goal and scored a point. Let's kick with our foot then put our hands up in the air and say: GOAL.

 **STUDENTS DO:** Pretend to score a goal and celebrate.

TEACHER SAY: Let's finish the story. Put your fingers back on the text.

 **READ ALOUD: Players can only use their feet. Goalies can use their hands and feet. Players may not hit each other.**

TEACHER SAY: These are important rules. Talk to your Shoulder Partner about what we just

read. What do you remember about the game of football?

 STUDENTS DO: Review the story together, detailing important information.

6. TEACHER SAY: **Let's look back at the student page. We have questions to answer together. I created a chart so we can compare games we learn about.**

TEACHER DO: Take out the chart that was prepared in advance. Record answers as students respond. After finishing today's lesson, put the chart aside to be used in later lessons.

TEACHER SAY: **Let's look at the first question.**

 READ ALOUD: **Where is the game played?**

TEACHER SAY: **We have already talked about the answer to this question. The article also mentioned where the game is played. Turn to your Shoulder Partner. Tell your partner where football is played.**

 STUDENTS DO: Turn to **Shoulder Partner** and discuss.

TEACHER SAY: **Now let's answer the second question.**

 READ ALOUD: **What is the goal of football?**

TEACHER SAY: **This question is asking about the goal of the game. We discovered what a goal is yesterday. Who can raise their hand and explain what a goal is?**

 STUDENTS DO: Raise hands and explain the concept of a goal.

TEACHER SAY: **I will read the text aloud again. Raise your hand when you believe you hear the goal of football. Keep your hand raised until I finish reading.**

 READ ALOUD: **Football is an outside game. A football game has two teams. The players kick the ball. Each team has one goalie. The goalie protects the goal. The team gets a point when the ball goes in the goal. The team with the most points wins. Players can only use their feet. Goalies can use their hands and feet. Players may not hit each other.**

TEACHER DO: Call on one student to explain the goal of football.

 STUDENTS DO: Explain the goal of the game of football.

TEACHER DO: Repeat the same strategy for the third question, defining the term "rule" and rereading the passage so that students can listen for the rules.

TEACHER SAY: **What do you think would happen if we did not have rules in football? What would be different? Turn to your Shoulder Partner. Discuss: What would be different if there were no rules in football?**

 STUDENTS DO: Make predictions about the safety of the game without the rules.

TEACHER DO: Call on a few students to share ideas with the class.

TEACHER SAY: **Yes, we need rules in games, so we can be safe and have fun.**

7. TEACHER DO: Transition into a **Role Play** where students mimic playing a simpler version of the game in groups of four.

TEACHER SAY: **Let's practice what we have learned. I will divide you into groups of four. We will Role Play a very small game of football.**

TEACHER DO: Divide class into groups of four. Decide if students will sit at tables or on the floor.

 STUDENTS DO: Move to groups of four.

TEACHER SAY: The tallest and shortest people in your group will be the blue team. The middle height people in your group will be the yellow team. Decide who is on the blue team and who is on the yellow team, then sit with your group.

 **STUDENTS DO:** Separate into the blue football team and yellow football team.

TEACHER SAY: Let's make a ball for our game.

TEACHER DO: Demonstrate how to make a ball with paper.

TEACHER SAY: This will be your football. Now it is your turn. Make a ball for your football game.

 **STUDENTS DO:** Make a small football.

TEACHER SAY: This will be an inside game of football, played on the table or on the floor. You will play with two fingers. Your fingers will be "legs." You can "kick" the ball with your fingers. Try it.

 **STUDENTS DO:** Practice kicking the crumpled ball with fingers.

TEACHER SAY: The rules say the goalie can pick up the ball. Use the same two fingers to pick up the ball. Everyone practice being the goalie.

 **STUDENTS DO:** Practice picking up the ball and kicking with fingers.

TEACHER SAY: Each team needs a goalie. Choose who will be goalies for the first game. The next game, you will trade being goalies.

 **STUDENTS DO:** Name goalies.

TEACHER SAY: Let's decide where the goals are. Lay a pencil at each end of your pretend field. This will be your goal. You will need to get the ball across the pencil.

 **STUDENTS DO:** Prepare goal.

TEACHER SAY: Your team's goal line is at the opposite end of the field. Point to your goal.

 **STUDENTS DO:** Point to goal.

TEACHER DO: Check to make certain students understand the pretend field. Answer any questions.

TEACHER SAY: Does anyone have a question about how we will play the game? Okay, have fun. Let's play a very small game of football.

 **STUDENTS DO:** Play a pretend game of football using the rules they learned during the lesson.

TEACHER DO: Walk around observing students' interaction. Make certain students are following the rules of the game. Discuss expected behavior if necessary. Determine a time to change players so everyone will have the opportunity to be a goalie.

TEACHER SAY: Great games. Return to your seats now so we can close our discussion for today.

 **STUDENTS DO:** Return to seats.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Let's end class by pretending to help our friend Sarah. Turn to your Shoulder Partner. Pretend your partner is Sarah. Explain how to play the game of football.

 **STUDENTS DO:** Turn to partners and explain how to play football.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Read informational text about a game, comparing new to prior knowledge. • Explain the importance of rules within a game. • Determine goals of a game.	• Goal • Rules	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • One notecard for each group of four students



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **To begin class, I will choose a student leader to lead the opening discussion. The student leader will ask, "What do you remember about the game football?"**

TEACHER DO: Call a student who you know has developed a strong communication voice and will be able to ask the question you verbalized. Have the student leader come to the front of the room.



STUDENTS DO: Lead student asks the class, "What do you remember about the game football?" Call on students with hands raised for response.

2. TEACHER DO: Thank the student leader and then lead students through a discovery of indoor games, connecting to prior learning.

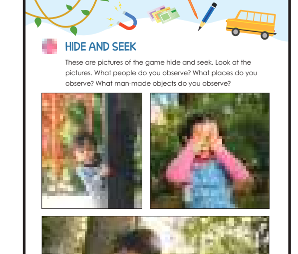
TEACHER SAY: **Yesterday we learned about a game played outside, football. We could invite new students to the park and play games outside. At the end of the day, we adapted the game. We played "table football" indoors. Sometimes we like to play games inside. What games do you like to play indoors?**



STUDENTS DO: Share games.

TEACHER DO: Record answers on board.

TEACHER SAY: **Let's learn how one inside game works. You may have played this game before. Share what you know about the game, hide and seek.**





STUDENTS DO: Share experiences.

TEACHER SAY: **It sounds like many of you play hide and seek. Let's learn more about the game now. Turn to the page, Hide and Seek, in the student book.**



READ ALOUD: **These are pictures of the game hide and seek. Look at the pictures. What people do you observe? What places do you observe? What man-made objects do you observe?**



TEACHER SAY: Let's start by looking at the people. With your Shoulder Partner, point to each person and describe what you see them doing.

 **STUDENTS DO:** Point to images and describe the people.

TEACHER SAY: Raise your hand to share what you see the children doing.

 **STUDENTS DO:** Raise hands and offer ideas.

TEACHER DO: Ask follow-up questions, such as, "Why is the player covering their eyes?" After each idea, have students act out the motion with you. If they mention peeking behind something, have them peek behind their desk. If they mention covering their eyes, have them practice covering their eyes.

TEACHER SAY: Where do you like to play hide and seek?

 **STUDENTS DO:** Respond.

TEACHER DO: Continue facilitating discussion to answer the questions written in the directions on the student book page. Ask follow-up questions such as, "How do players use the man-made objects?" (They are used to hide behind/under.)

3. TEACHER DO: Transition to leading students through a reading activity to learn more about how hide and seek works.

TEACHER SAY: We used our experiences and pictures to think about how hide and seek is played. We can also use books and articles to learn more about how our world works. Let's read a short article about hide and seek.

Note to Teacher: At this point in the year, students should recognize some high frequency words, but not all students may be ready to read aloud with you. This article is meant to be read aloud to students. You may pause at certain words you know they have learned and have them read with you. Point out the sentence structure and the key vocabulary terms.


CHAPTER 2 PLAYING WITH NEW FRIENDS

HIDE AND SEEK ARTICLE

Read the article. Answer the questions.

Hide and seek can be played inside.
Many people or only a few can play.
One player is the seeker.
The seeker covers his or her eyes and counts to 20.
Every other player hides.
Hiders stay very quiet.
When the seeker is finished counting, he or she looks for the hiders.
When the seeker finds a hider, the seeker says, "I found you."
The last player to be found is the winner.

Questions:

1) Where is the game played?

2) What is the goal of hide and seek?

3) What are the rules of hide and seek?

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TEACHER SAY: Let's turn to the page, Hide and Seek Article.

 **STUDENTS DO:** Turn to correct page.

 **READ ALOUD: Read the article. Answer the questions.**

TEACHER DO: Read each sentence as students listen.

TEACHER SAY: I will read the article first. I will point to each word I read. Use your index finger to point to the first word. Follow along with me as I read.

 **READ ALOUD: Hide and seek can be played inside. Many people or only a few can play. One player is the seeker. The seeker covers his or her eyes and counts to 20.**

TEACHER SAY: Can we pretend we are the seeker? Let's cover our eyes and count to 20.

 **STUDENTS DO:** Follow the teacher by covering eyes and counting to 20.

TEACHER SAY: Okay let's keep reading.

 **READ ALOUD: Every other player hides. Hiders stay very quiet.**

TEACHER SAY: Let's pretend we are the hiders. Let's be very quiet and hide under our chairs.

 **STUDENTS DO:** Quietly hide under chairs.

TEACHER SAY: This sounds like a fun game. Let's keep reading.

 READ ALOUD: **When the seeker is finished counting, he or she looks for the hiders. When the seeker finds a hider, the seeker says, "I found you." The last person to be found is the winner.**

TEACHER SAY: **Let's pretend we are the seekers and we found someone. Let's say, "I found you."**

 STUDENTS DO: Loudly say, "I found you."

4. TEACHER SAY: **This would be a great game to play with Sarah. Think about what we just read. Do you play hide and seek the same way as we read?**

 STUDENTS DO: Respond with any differences.

TEACHER DO: Listen to students' ideas. Focus on comparing the informational text to the games students play. Take out the chart prepared during yesterday's lesson. Title a new column, "Hide and Seek." Record students' answers to the questions provided.

TEACHER SAY: **When we talk about the game of hide and seek, we will use the article to answer our question. Now, let's look at the first question.**

 READ ALOUD: **Where is the game played? Point to the answer in the story.**

 STUDENTS DO: Respond.

TEACHER DO: Students may say they play inside and outside. Respect student ideas by adding a "both" option to the chart.

TEACHER SAY: **Now, let's answer the second question.**

 READ ALOUD: **What is the goal of hide and seek?**

TEACHER SAY: **I will read the text aloud again. Raise your hand when you hear what the goal of the game is. Keep your hand raised until I finish reading.**

 READ ALOUD: **Hide and seek can be played inside. Many people or only a few can play. One player is the seeker. The seeker covers his or her eyes and counts to 20. Every other player hides. Hiders stay very quiet. When the seeker is done counting, he or she looks for the hiders. When the seeker finds a hider, the seeker says, "I found you." The last person to be found is the winner.**

TEACHER DO: Call on one student to give the goal of hide and seek.

 STUDENTS DO: Respond and point to or read from text.

TEACHER DO: Record on the chart. Proceed to the third question provided and repeat the pattern above, rereading the text so that students can listen for the answer.

4. TEACHER SAY: **Yesterday we had fun playing a very small game of football. Let's play a very small game of hide and seek. Follow my directions as we get into groups to play.**

TEACHER DO: Divide the students into groups. Organize students around desks or in areas where they can hide a small card. Explain the boundaries for each group's area. Give each student half a notecard.

 STUDENTS DO: Get into groups.

TEACHER SAY: **Let's practice what we have learned. We will play a small version of hide and seek. We will make small players out of a notecard. You will not hide. Instead, you will hide a card.**

 STUDENTS DO: Listen for directions to make small players.

TEACHER SAY: **Draw a small person on the notecard. Write your name on the bottom. This pretend person will be what you hide for the seeker to find.**

TEACHER DO: Demonstrate how to draw a stick figure on the piece of paper.

 **STUDENTS DO:** Draw figures on cards and write names.

TEACHER SAY: **Are you ready to play a very small game of hide and seek? Listen to how we will play.**

 **STUDENTS DO:** Stop and listen.

TEACHER SAY: **The tallest person in your group will be the seeker first. The seeker will close his or her eyes and count. Who remembers what number the seeker counts to?**

 **STUDENTS DO:** Respond, "20."

TEACHER SAY: **That is right, the seeker counts to 20. While the seeker counts, the hiders will hide their people cards in your area. Raise your hand if you are a hider.**

 **STUDENTS DO:** Raise hands if hider.

TEACHER SAY: **The seeker will look for the small hider cards. The student whose card is found last is the winner. The winner then becomes the seeker. Let's have one student repeat the directions. Raise your hand if you want to repeat the directions for everyone.**

 **STUDENTS DO:** Volunteer to explain rules.

TEACHER SAY: **Now, let's play a very small game of hide and seek.**

 **STUDENTS DO:** Play game with group.

TEACHER DO: Monitor students. Remind students of game rules if necessary. Allow time for multiple seekers.

TEACHER SAY: **This was a fun way to play hide and seek. Let's put away the cards. We have one more thing to do before ending our day.**

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Let's end class by pretending to help our friend Sarah. Turn to your Shoulder Partner. Pretend your partner is Sarah. Explain how to play the game hide and seek.**

 **STUDENTS DO:** Turn to partners and explain how to play hide and seek.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify parts of common animal types. • Mimic noises of animals with puppets. • Explain how the structures of animals help them survive in different environments.	• Chameleon • Tilapia • Swift • Environment	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Scissors • Tape or glue • Student book • Craft sticks for each student

PREPARATION

Color and cut out the swift on student page, Make a Puppet. Collect craft sticks, tape or glue, and scissors for students to use. If available, collect digital images of parks, a chameleon, swift, and tilapia to project in the classroom.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: A student leader will lead our review again today. The student leader will use Calling Sticks to guide our discussion about yesterday's learning. Today's question is: Why do you think rules are important to a game?



STUDENTS DO: Lead student poses question using **Calling Sticks**, inviting two or three students to respond.

2. TEACHER DO: Thank the student leader and then introduce today's learning, connecting it to helping Sarah make friends.

TEACHER SAY: In this chapter we are helping Sarah make new friends. We have learned about games that we play outside and inside. We know that we can play many games outside in the park. Let's introduce Sarah to the park. What will Sarah be able to do in the park near you?



STUDENTS DO: Share experiences.

TEACHER DO: Use students' responses to determine prior knowledge of students.

Note to Teacher: If available, display digital images of a park to help students imagine. Also be ready to display images of the chameleon, swift, and tilapia. These are animals that should be commonly found in Egypt, chosen because they live in different habitats and use different features to survive. If your area has other species that are more prevalent, feel free to add to the examples given here and in the student book. It is more important for students to learn about the habitats and features used for animals to survive than to memorize the names of the different species. You may wish to refer to a chameleon as a lizard, for example, a swift as a bird and a tilapia as a fish.

TEACHER SAY: Sarah will be able to find many things at the park. We have already learned about gardens and parks this year. Let's imagine the man-made and natural things we would find in a park. Turn to your Shoulder Partner. Talk about the man-made objects you find in a park.

TEACHER DO: As students discuss ideas, listen closely to see if they identify the difference between natural and man-made items.

TEACHER SAY: **Let's hear your ideas. Raise your hands to name what man-made things you might find in a park.**

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: **We can also find natural objects in a park. Turn to your Shoulder Partner. Talk about natural objects you might find in a park.**

TEACHER DO: Continue to assess students' understanding of natural and man-made objects.

TEACHER SAY: **Let's hear your ideas. Raise your hand and offer what natural things you might find in a park.**

 **STUDENTS DO:** Respond with ideas.

TEACHER DO: Focus the end of the conversation on the animals found in a park. If students need more support in understanding man-made and natural objects, create a chart of student-generated examples.

3. TEACHER SAY: **Many of you mentioned animals we see in parks. Let's learn more about the animals in the park so we can introduce them to Sarah. Turn to the page, Animals in the Park, in your student book. Follow along as I read.**

 **STUDENTS DO:** Find the correct page.

 **READ ALOUD:** **Where does each animal live? Read each sentence. Draw the background. Circle the parts of the animal that help it survive in its home.**

 **STUDENTS DO:** Follow along with the teacher.

TEACHER SAY: **Let's start with the first direction. Where does each animal live? We have pictures and words. Let's read the first sentence. Place your finger beside the first word. Follow along with me as I read.**

 **READ ALOUD:** **A chameleon lives in grass.**

 **STUDENTS DO:** Follow along as teacher reads.

TEACHER SAY: **What is the name of this animal? Has anyone ever seen this animal before?**

 **STUDENTS DO:** Answer, "chameleon." Respond with past experiences if applicable.

Note to Teacher: If students struggle to answer any of the questions, reread the sentence and ask again.

TEACHER SAY: **Very good. This animal is called a chameleon. Where does a chameleon live?**

 **STUDENTS DO:** Raise hands to answer, "grass."

TEACHER SAY: **Very good. A chameleon lives in the grass. Now let's read the whole sentence together.**

 **READ ALOUD:** **A chameleon lives in grass.**

 **STUDENTS DO:** Read along with the teacher.

TEACHER SAY: **Wonderful. Now let's do step two. The direction says: Draw the background. We have learned the chameleon lives in grass. Turn to your Shoulder Partner. What colors will you use to draw grass? When you agree, go ahead and color the grass.**

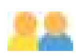
 **STUDENTS DO:** Discuss colors, then draw grass behind the chameleon.

TEACHER DO: Walk around the room, assisting students as needed. When students are ready, transition to talking about parts of the chameleon that help it live in grass.

TEACHER SAY: Very good. I see lots of creative and different ways that you have drawn grass in the background for the chameleon. Now let's think about the last step.

 **READ ALOUD: Circle the parts of the animal that help it live in its home.**

TEACHER SAY: Look at the picture of the chameleon. Use what you already know about animals. What helps the chameleon survive in grass? Talk to your Shoulder Partner.

 **STUDENTS DO:** Use prior knowledge to give examples such as: legs for running, eyes to be safe.

TEACHER DO: Listen to student responses. If needed, encourage a whole group discussion to help students formulate ideas. Share digital images if available.

TEACHER SAY: Yes. I hear good examples from all of you. The directions tell us to circle body parts that help the chameleon survive. You have already given us many answers. Work with your Shoulder Partner to circle body parts that help the chameleon survive.

 **STUDENTS DO:** Circle body parts.

TEACHER SAY: Now, look closely at the chameleon and the grass behind it. What else about the chameleon might help it survive in the grass?

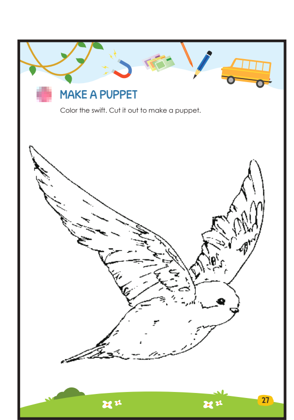
 **STUDENTS DO:** Offer ideas.

TEACHER DO: Introduce students to the awe-inspiring fact that some chameleons can change the color of their skin to match their surroundings. This is an excellent time to supplement with digital sources if available. Repeat the pattern of instructions as students read, discuss, share understandings, and circle the body parts for the other two animals and pictures on the page. Use the discussion as an opportunity to make connections to animals students have observed, and supplement student experience with digital information if possible.

TEACHER SAY: You and your partner have done so well. Let's take time to thank our Shoulder Partner for helping us learn. Turn to your partner. Tell one way your partner helped you learn about animals in the park.

 **STUDENTS DO:** Turn to **Shoulder Partner** and offer gratitude.

4. TEACHER DO: Transition to making a puppet activity.

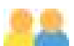


TEACHER SAY: We have learned about three animals found at the park. Sometimes when we play, we use our imaginations instead of playing a game with rules. Let's imitate the animals we meet in the park. We will make Sarah a gift. We will make her a puppet of a swift. Turn to the next page in your student book, Make a Puppet.

TEACHER DO: Hand out craft sticks, scissors, and tape or glue as students are turning to the correct page. If craft sticks are not available, substitute any type of stick to hold the puppet.

 **STUDENTS DO:** Find correct page.

TEACHER SAY: Do you remember when we made the puppet earlier in the year? You will make another puppet today. What are the steps we should follow to make the puppet?

 **STUDENTS DO:** Explain steps: color, cut, and put together.

TEACHER SAY: You are correct.

 **READ ALOUD: Color the swift. Cut it out to make a puppet.**

TEACHER SAY: You have tape and a craft stick. Do your best coloring for Sarah.

 STUDENTS DO: Color, cut out, and tape the swift to the stick.

TEACHER DO: For students who are having difficulty, model putting the puppet together using the example prepared for the lesson. Walk around giving assistance as needed. As students finish, encourage them to put away supplies and clean the area.

TEACHER SAY: **Let's see how our puppet works. Let's make our swifts fly.**

TEACHER DO: Move swift about as though it is flying.

 STUDENTS DO: Make the swift puppet fly.

TEACHER DO: What sounds do you think a swift makes? Do you think it chirps?

 STUDENTS DO: Make chirping sounds.

TEACHER DO: Allow students to use the puppets for a few minutes.

TEACHER SAY: **Do you remember what we have learned about animals and their environments? Think about how we can keep the bird's environment safe for him to live. Talk to your Shoulder Partner.**

 STUDENTS DO: Share ideas.

TEACHER SAY: **Our park is an important environment for our friends, the animals. How can we help the animals stay safe?**

 STUDENTS DO: Suggest picking up trash, not leaving food lying around, etc.

TEACHER SAY: **Very good. You know how to help our friends at the park. Your swift will be happy to know he will be safe. Show your swift happily playing in the trees.**

 STUDENTS DO: End play with puppet.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we thought about where we play games. We even made our own game. We can play a game with the puppets we made. Let's end class by pretending we are giving our puppet to Sarah. Turn to your Shoulder Partner. Begin by telling your partner that you have made him/her a gift.**

 STUDENTS DO: Turn and **Role Play** with partners.

TEACHER SAY: **Now explain to your partner what animal the puppet is. Explain to your partner what you know about the swift.**

 STUDENTS DO: Turn to partners and explain what they have learned about the animal.

TEACHER SAY: **Tell your partner how to help the bird's environment.**

 STUDENTS DO: Tell how to keep the environment safe.

TEACHER SAY: **Thank you for caring about the animals' environment.**

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Analyze the steps of making a game. • Use action words to describe the movement in a game.	• Goal • Rules	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • Markers for game (game markers, beans, cut out paper squares) • Notecards cut in half or pieces of paper cut into approximate 12 by 12 cm squares.

PREPARATION

Gather tokens, cards, number pieces, dice, or other supplies students may use for creating a game.



Learn (90 minutes)



1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday, we learned about animals in the park. Let's review the three animals we learned about. Who will be our leader today?

TEACHER DO: Use **Calling Sticks** to choose the student leader. Remind him/her of the question for discussion: What did you learn about the three animals in the park?



STUDENTS DO: Lead student poses question, using **Calling Sticks** to choose students to answer.

2. TEACHER DO: Thank the student leader and transition into a new discussion about games.

TEACHER SAY: When we made the swift puppets yesterday, we made them move the way we wanted. Let's be creative. How can you use puppets in a game? Talk with your Shoulder Partner and then be ready to share with the whole class.



STUDENTS DO: Talk with **Shoulder Partner** and then share ideas with the whole group.

TEACHER SAY: You have good imaginations. Today we will continue to imagine new games. In a few days, we will make our own games. Who can tell us what a good game needs?



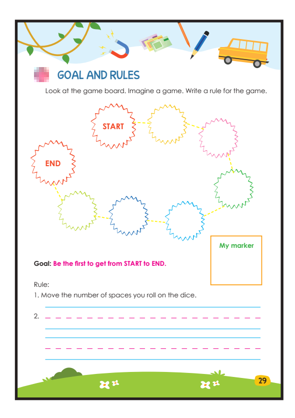
STUDENTS DO: Respond: a goal and rules.

TEACHER DO: Ask students to name familiar games. After naming a game, stop and ask students what the goal of the game is, then ask for one rule. Add to the chart already created.

Note to Teacher: Students need practice naming and creating goals and rules for games. This experience will lead to adapting a favorite game at the end of the chapter. Allow students to hear others' responses and to work in partners or small groups during this part of the lesson.



STUDENTS DO: Work collaboratively to identify goals and rules of known games.



3. TEACHER SAY: At the end of our chapter, you will change a favorite game that we all know and make it into a new game using your creativity. You will decide your own goal and rules for your game. Let's practice now. Then it will be easier when it's time to make your own game. Turn to the page, Goal and Rules.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: What do you notice on this page?

 **STUDENTS DO:** Respond, "a game board."

TEACHER SAY: Yes. It is a game board, but it is not finished. I will read the directions and then you can begin to think about the game. Follow along as I read.

 **READ ALOUD: Look at the game board. Imagine a game. Write a rule for the game.**

 **STUDENTS DO:** Follow along as the teacher reads.

TEACHER SAY: This is going to be fun. Today we will practice making a game. Look at the game board. What type of game do you imagine? Let's take some Think Time.

 **STUDENTS DO:** Think how to make a game from the game board.

TEACHER DO: Allow at least a full minute for **Think Time**, then direct the students to find a partner.

TEACHER SAY: I cannot wait to hear your ideas. Let's Hand Up, Pair Up. Find a partner to share your idea with as I count down to zero. Ready? Go. 5, 4, 3, 2, 1, 0.

 **STUDENTS DO:** Share ideas with partners.

TEACHER DO: Bring students back together but ask them to sit with their partner if possible. Students will work together on ideas.

TEACHER SAY: I heard many good ideas when you were talking. One idea I heard was to make a math game. Follow along as I read.

 **READ ALOUD: Goal: Be the first to get from START to END.**

TEACHER SAY: Everyone, please point to START on the board.

 **STUDENTS DO:** Point to START.

TEACHER SAY: This is where you will start the game. Now find the word END.

 **STUDENTS DO:** Point to END.

TEACHER SAY: Very good. Now we know where we will move on the board. Our goal is to get to the end first. What will we use to move from space to space?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Draw the marker you will use to move on the board. Draw it in the box that says: My Marker. Make your marker a shape and color you would like to use.

 **STUDENTS DO:** Draw markers.

TEACHER SAY: Now you have your marker. Let's read the next part.

 **READ ALOUD: Rule: Move the number of spaces you roll on the dice.**

TEACHER SAY: So, we use dice to move around the board. Then there is a number 2. There is nothing else written. What does that mean?

STUDENTS DO: Suggest writing another rule.

TEACHER SAY: Yes. We get to make up a second rule. Before we write a rule, we have to think about the game. This will be a math game. What can we do using math to move forward on the board? Use Think Time first, then we will discuss as a whole class.



STUDENTS DO: Use **Think Time** and share ideas.

TEACHER DO: Listen to all ideas. If not suggested by the students, lead to the idea of solving a problem to move forward on the board.

TEACHER SAY: What a good idea. So to move forward, the player has to solve a math problem. Is this the second rule?



STUDENTS DO: Say, "Yes."

TEACHER DO: Write the rule for students to copy into their student books.

TEACHER SAY: This is going to be a fun game to play. Let's review. What is the goal of the game?



STUDENTS DO: Describe goal.

TEACHER SAY: Please remind us of the two rules.



STUDENTS DO: Describe two rules.

TEACHER SAY: Now let's finish making the game. Each team is making a different game. Each of you on your team will write five problems to solve. You will write the problems on small cards. When you are finished, get one of the markers from the front of the room to play your game.

Note to Teacher: Adjust this part of the assignment according to your students' needs. You may need to model writing problems as a number sentence without writing the answer. For example: 3 + 2 =. Another option is to use number sentence cards or flashcards if they are already available.



STUDENTS DO: Write problems on cards.

TEACHER DO: Guide students as needed to create appropriate math problems. Hand out game markers for students to use while playing.

TEACHER SAY: Now that you have written the problems, your game is ready to play. Go ahead and play with your partner. Use one board. Take turns. Check each other's answers. Your answer must be correct to move your marker.



STUDENTS DO: Play game.

TEACHER DO: Monitor students. Remind them of rules as necessary. Invite students to share the game with another group. After about 10 minutes, bring students back together again.

4. TEACHER SAY: This was fun. You were able to make a game and write a rule today. You are really using your imagination. Let's play one more game today. Are you ready to try something new? There are many ways we move in games. In football, players run and kick a ball. What other movements are in games you know?



STUDENTS DO: Respond with action words.

TEACHER DO: Reference the list of outdoor games on the chart if needed. Discuss suggested games, asking for types of action.

TEACHER SAY: We move in many different ways as we play games. Let's think about movements we can add into a game. First, we will practice some movements. Then we will play a game.

TEACHER DO: Direct students to stand in the room or outside, spaced apart so students will have room to move freely.

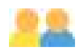
TEACHER SAY: **As I call an action, everyone do what I say. Are you ready? Our first movement is: twist.**

 **STUDENTS DO:** Twist in place.

TEACHER DO: Say each of the following directions, one at a time. If there are other actions students should practice, add those to the list. Directions: turn left, turn right, zig zag, stretch up, bend down, twist, swing, jump, raise hands above head, put hands below chin, wave hands beside ears, touch hands in front of knees.

 **STUDENTS DO:** Mimic actions.

5. TEACHER SAY: **Are you ready for a game now? We will play Simon Says. You have probably already played this game. Who can tell us how to play?**

 **STUDENTS DO:** Share goal and rules of game.

TEACHER DO: If students are not already aware of the game Simon Says, instruct them in the directions: I will give you a direction. If I first say, "Simon says," you should follow the direction. If I do not say, "Simon Says," first, do not follow the direction given. If you follow a direction without the words, "Simon Says," you will be out of the game. You will sit down until we start the game again.

TEACHER SAY: **Let's play Simon Says.**

 **STUDENTS DO:** Play game with movements discussed previously.

TEACHER DO: To incorporate student leaders, the winner of each game can be the caller for the next game. Determine how many games you would like the students to play.

TEACHER SAY: **You were good listeners. You followed directions and played the game by the rules. Let's all return to our seats now.**

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we used our imaginations to think about how to make a good game. Tomorrow we will learn more to help us make a good game. Turn to your Shoulder Partner. What will you tell your family about learning today?**

 **STUDENTS DO:** Share thinking.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Examine the effect of changing forces on the speed and direction of an object.
- Explain there must be a cause for changes in the motion of an object.

KEY VOCABULARY

- Motion
- Force
- Action words

MATERIALS

- Chart paper or blackboard
- Markers or chalk
- Pencils
- Crayons
- Student book
- Balls of various sizes

PREPARATION

In today's lesson, students will explore motion using balls. Ideally, students will go outside for much of the lesson, but it can also be completed in the classroom. If students go outside for the activity, expand the suggested distances accordingly. If possible, have available one ball for every two to four students. Balls may be any size or varied sizes. If multiple balls are not available, adapt the lesson to become an interactive demonstration.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's discuss what we learned about games yesterday. What motion words can we add to games? Let's choose our leader for the day.**

TEACHER DO: Use **Calling Sticks** to choose the student leader. Assist with the question as needed.



STUDENTS DO: Lead student poses questions, using **Calling Sticks** to choose students to answer.

TEACHER DO: While students are discussing, pick up a ball. It can be any size ball, but it should be something all students can easily see.

TEACHER SAY: **We are learning so much about how our world works.**

2. TEACHER DO: Once students have completed their discussion, immediately start bouncing the ball. Quietly watch the ball as you bounce it. Bounce it high. Bounce it low. Act as though you are just thinking about the bouncing of the ball as students watch. While bouncing the ball, **Think Aloud**, saying to students:

TEACHER SAY: **Oh, I am sorry, students. I was just thinking about our learning this week. I thought about football and I started wondering how balls move.**

TEACHER DO: Stop the ball from bouncing and hold it in your hand. Move it about in your hand.

TEACHER SAY: **We play many games with a ball. Who can name a game played with a ball, and how the ball moves? My example is football. A football rolls on the grass.**

 **STUDENTS DO:** Name games played with a ball and describe how the ball moves.

Note to Teacher: Precision of language is not important in this conversation. Accept all answers as long as they are focused on how the ball moves. For example, if a student says, "In basketball, the ball flies," that is an acceptable way for a student to describe the motion of the ball moving through the air. Students will learn more precise words in the activity.

TEACHER SAY: There are so many ways a ball can move. What makes it move? I wonder. Can you help me understand HOW a ball moves? In my example of football, we kick the ball and it rolls. What else can make it move?

 **STUDENTS DO:** Share ideas, explaining ways to make the ball move.

TEACHER DO: Allow students to lead this discussion by sharing their ideas. Students may say something such as, "You can throw it to make it move." Ask student to demonstrate with a small throwing gesture. Respond with something such as, "Oh, I see." Then call on two or three other students for examples.

3. TEACHER SAY: You have all named good ways to make the ball move. Now I have another question. I want to experiment to find out why the ball moves. Would you like to help me answer my question?

 **STUDENTS DO:** Respond, "Yes."

Note to Teacher: If possible, take students outside for this portion of the lesson. If remaining in the classroom, move furniture so students have space to roll and move balls. Put students in groups of two to four.

TEACHER DO: If you have balls available for groups of students to use, hand out the balls now. Balls can all be the same size or a variety of sizes. If balls are not available, this can be a demonstration activity. If done as a demonstration, ask students to come to the front of the class to demonstrate their ideas.

TEACHER SAY: Sit with your partner (or group) on the floor. Let's put the ball down in front of us. Now we will sit back and watch it. Will the ball move without our help? What do you think? Whisper to your partner. Will the ball move without any help?

 **STUDENTS DO:** Place ball on floor and **Whisper** prediction to partner.

TEACHER SAY: Okay. Let's quietly watch the ball. We will watch to see if it will move.

TEACHER DO: Sit and watch the ball. Watch for one full minute. You may choose to count aloud to engage the students as one minute is a long time for children of this age.

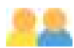
 **STUDENTS DO:** Sit and watch the ball.

TEACHER SAY: I guess the ball is not going to move. Wait. Let's give it just a little more time.

 **STUDENTS DO:** Continue to watch the ball.

TEACHER DO: Watch the ball. Wait another 15 to 30 seconds.

TEACHER SAY: What do you think? Can a ball move without help?

 **STUDENTS DO:** Respond, "No."

4. TEACHER SAY: I think you are right. A ball needs help to move. I have another idea. Let me show you. This time you will just watch as I show you.

TEACHER DO: Take out a book and a piece of cardboard or wood to create a ramp. Elevate the cardboard or wood on the book so the ball will slowly move down the ramp when released. If supplies are not available to create a ramp, roll the ball on a table with one end slightly raised.

TEACHER SAY: What will happen when I place the ball at the top of the board? Will it move? Will it stay in place? Whisper to your partner. Will the ball move?

TEACHER DO: Hold the ball at the top of the board so students can see. The board should not be elevated very high.

 **STUDENTS DO:** Predict and **Whisper** to partner.

TEACHER SAY: Show me what you think with your thumbs. Thumbs Up if the ball will move. Thumbs Down if the ball will not move.

 **STUDENTS DO:** Respond with thumbs.

TEACHER SAY: I will let go of the ball now. Are you ready? Watch to see what happens.

 **STUDENTS DO:** Watch as ball rolls down the ramp. Discuss with neighbors.

TEACHER SAY: Wow. What do you think? Why did the ball roll down the board?

 **STUDENTS DO:** Share ideas with the class.

Note to Teacher: A simple understanding that a ball rolls downhill is acceptable for this age group. You do not need to identify gravity as the force that pulls the ball since this is an abstract, advanced concept for students of this age.

5. TEACHER SAY: Yes, that is correct. The ball rolled down the hill. There must be something about a hill that makes a ball roll by itself. It did not move when it was on a flat surface. Let's learn about other ways a ball can move. How can the ball move on a flat surface? Share ideas with your Shoulder Partner.

 **STUDENTS DO:** Share ways to move a ball.

TEACHER SAY: Now you will work with your partners. You will test your ideas. As we work, what can we do to use the ball safely?

TEACHER DO: Guide students through rules you establish for safely exploring motion within the classroom.

 **STUDENTS DO:** Share ideas about safety. Identify them as rules.

TEACHER SAY: We know how to work together respectfully. We have rules in games. We also have rules when we do experiments to keep us safe. Let's explore what the ball can do. Find as many ways as you can to move the ball.

 **STUDENTS DO:** Work in teams to move the ball around.

TEACHER DO: Walk around the classroom, observing students as they explore together. Encourage discussion and use of vocabulary such as bounce, roll, push, pull, and move. Begin listing action words you hear being used on the board if inside or on a clipboard if outside.

TEACHER SAY: You have found many ways to move a ball. Let's demonstrate. A student leader will choose students to show us one way you made the ball move. I will write the action words you use to describe how you make the ball move.

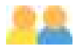
TEACHER DO: Choose a student leader to lead the class discussion.

 **STUDENTS DO:** Model and explain.

TEACHER DO: As students are giving examples, begin organizing the list of action words into a **T-chart**. Capture words that describe what we do under the headings "Us" and "Ball." The lists may include words such as push, pull, throw, and kick under the "Us" heading and bounce, roll, fly, and soar under the "Ball" heading.

TEACHER SAY: These are all good ideas. Motion is the way something moves. We have been exploring motion of the ball using action words to explain how the ball moves.

TEACHER DO: Read the list of words generated by the students.

 **STUDENTS DO:** Listen and read along as words are read.

6. TEACHER SAY: Let's continue learning about motion. Thank you, (leader's name), for helping us. Watch as I set up my next experiment.

TEACHER DO: Place a ball in front of you. Mark a target about a meter away. Use tape or a piece of paper on the ground.

TEACHER SAY: I want my ball to land on the target I have marked. I will push the ball. What should I do to get it exactly on that target? Talk to your partners. How can I push the ball so it will land on the marked target?

 **STUDENTS DO:** Predict with partner.

TEACHER SAY: I will choose one of you to explain what you think I should do.

TEACHER DO: Choose a student. Prompt the student to explain. Follow the student's directions. When the ball does not reach the target, ask for direction from another student. If the ball goes too far, ask students why the ball went too far. Students should consider whether you need to push the ball harder or softer to hit the target.

 **STUDENTS DO:** Explain in words how to push the ball. As an example, students may respond, "Push the ball lightly."

TEACHER SAY: Now work with your team. Mark a target. Try to reach the target in one move. Be sure to describe in words how you will push the ball.

Note to Teacher: This can also be done at tables using smaller balls or marbles.

 **STUDENTS DO:** Mark targets and begin pushing balls to targets.

TEACHER DO: Walk around, listening to students' use of language. Write new action words as you hear them being used. Begin a new list of adverbs if students use them.

TEACHER SAY: Thank you for working so well together. I need two groups to demonstrate how you were able to reach the target. Remember to explain with action words.

 **STUDENTS DO:** Volunteer and demonstrate.

TEACHER SAY: You used very good action words. This helps me understand the force needed to move the ball a certain distance. FORCE is the amount of pressure you put on an object. Please describe force to your partner.

 **STUDENTS DO:** Explain force in own words.

TEACHER SAY: Who would like to share your understanding of force with the class?

TEACHER DO: Choose two or three students to share. Clarify any misconceptions.

 **STUDENTS DO:** Share understandings.

TEACHER SAY: Does force only work on balls?

 **STUDENTS DO:** Offer ideas.

TEACHER DO: Clarify thinking as needed.

7. TEACHER SAY: Let's explore something different. Sit across from your partner.

TEACHER DO: Facilitate students exploring how to roll the ball to a partner or group member QUICKLY and SLOWLY. Prompt students to predict and then test the amount of force needed for the ball to move quickly or slowly. Continue to observe and listen to language being used, adding to the list of descriptive words. Examples may include gently and hard.

Note to Teacher: If students were outside to conduct the experiments, transition back inside if possible here so that you can use the board to list the words you heard students use. Students will choose words from the list to complete sentences in the student books.

TEACHER SAY: We have moved the ball many ways. Let's think about our experiences today. What can you tell us about motion? I will choose a student leader to help us.

TEACHER DO: Choose a student leader using **Calling Sticks** and remind him/her of the question: What have you learned about motion?

 **STUDENTS DO:** Share learning.

8. TEACHER SAY: Thank you, (leader's name), for leading our discussion. What fun I have had watching you work together and listening to your ideas. We learned a lot about force and motion today. Let's clean up our area. Next, we will take out our student books and write about what we learned.

 **STUDENTS DO:** Help clean area.

TEACHER SAY: I have been writing down words I hear you say during the lesson today. Let's review the words I heard.

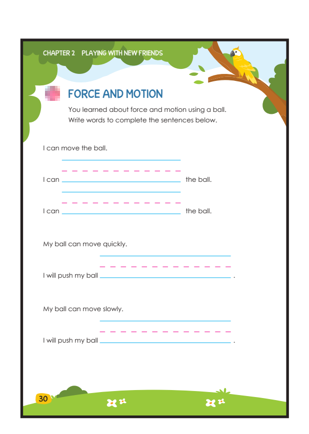
TEACHER DO: Read words out loud to students. If the experiments were conducted outside, write the words on a blackboard or chart paper now so that students can see the list as well. Ask students to read after you.

 **STUDENTS DO:** Read along.

TEACHER SAY: Now let's read the descriptive words.

TEACHER DO: Point and read words out loud. Ask students to read after you.

 **STUDENTS DO:** Read along.



CHAPTER 2 PLAYING WITH NEW FRIENDS

FORCE AND MOTION

You learned about force and motion using a ball.
Write words to complete the sentences below.

I can move the ball.

I can ______________ the ball.

I can ______________ the ball.

My ball can move quickly.

I will push my ball ______________.

My ball can move slowly.

I will push my ball ______________.

30

9. TEACHER SAY: We will use these words as we remember what we have learned today about force and motion. Open your student book to the page, Force and Motion.

 **STUDENTS DO:** Open student book to correct page.

TEACHER SAY: Follow along as I read the directions to you.

 **READ ALOUD: You learned about force and motion using a ball. Write words to complete the sentences below.**

TEACHER SAY: We will use the words on the board to help us. Who can read the first sentence to us?

Note to Teacher: At this point in time, students may or may not be able to read the text. If students are not yet able to read the text, skip this step and read orally to the class.

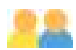
TEACHER DO: Choose a student to read the sentence. Guide as needed.

 **STUDENTS DO:** One student reads as others follow along, "I can move the ball."

TEACHER SAY: Think about how we moved the ball. I moved the ball by bouncing it. Are there words on the board that can help us describe how we moved the ball?

 **STUDENTS DO:** Read and point to words on the board that can be used.

TEACHER SAY: The two sentences are the same. They each have a missing word. Fill in the blank with the action that tells how you moved the ball. The sentence says: I can __________ the ball. Use the words from our list.

 **STUDENTS DO:** Work independently, if possible, to complete. Share ideas if needed.

TEACHER DO: Walk around the classroom, helping students find descriptive language.

TEACHER SAY: The next sentence says, "My ball can move quickly." Now you will write about how to make the ball move quickly. Where are the words on the board that can help us answer the question?

 **STUDENTS DO:** Identify the list of descriptive words.

TEACHER SAY: Complete the sentence. The sentence says, "I will push my ball ________." How will you push the ball to make it move quickly?

 **STUDENTS DO:** Work independently, if possible, to complete. Share ideas if needed.

TEACHER DO: Walk around the classroom, helping students find correct words. If students have difficulty copying the words, write the word lightly on the page. Have students trace the letters to write the word.

TEACHER SAY: The next sentence says, "My ball can move slowly." There is another sentence to complete. The sentence says, "I will push my ball ________." How will you push the ball to make it move slowly?

 **STUDENTS DO:** Work independently, if possible, to complete. Students may share ideas if needed.

TEACHER DO: Walk around the classroom, helping students find correct words.

 **STUDENTS DO:** Complete student page, reread sentences, and clean up area.

10. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Thank you, students. I had many questions today about force and motion. You helped me answer my questions. Please turn to your Shoulder Partner. Tell one thing you learned that you want to share with your family today.

 **STUDENTS DO:** Share with **Shoulder Partner**.

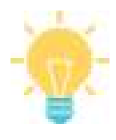
Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Analyze the interactions of magnets with different materials. • Evaluate work of peers.	• Magnet • Attract	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • Magnets for student pairs • Group kits of assorted items to test for attraction to magnets

PREPARATION

Prepare kits of assorted items to test attraction to magnets, one per pair or small group. Kits should include small items such as a: piece of paper, paper clip, coin, short piece of a plastic straw, wooden block, crayon, small screw. Adjust this list to eliminate choking hazards if any of your students are prone to putting small objects in their mouths.

Prior to class, prepare a "magnet story" to show the students. Cut out a small image of a dog. Tape or glue a metal paper clip to the back of the image. Next, using a thin paper plate or thick paper, draw a tree at the top, a house toward the bottom right, and another dog on the left side of the paper plate. Draw lines connecting each. Test the magnet story by holding a magnet behind the plate and moving the paper clip/dog around the plate. Practice holding the plate and moving the magnet so students will not see you using the magnet. You may also want to practice telling the story, so you can move the dog without difficulty across the plate.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's review what we learned yesterday. Describe force and motion. Who will be our student leader today?**

TEACHER DO: Pull a **Calling Stick** to choose the student leader.



STUDENTS DO: Lead student repeats prompt, using **Calling Sticks** to choose students to answer.

TEACHER DO: As students share ideas, prepare to use the "magnet story" that you prepared for the class. When students have finished recalling descriptive language used, thank the student leader.

2. TEACHER SAY: You are using good descriptive language to explain force and motion. We will be able to use what we learned in the games we play. Before we begin learning something new about games, I want to tell you a story.

TEACHER DO: Hold the magnet story so all students can see the plate without seeing what you are doing with the magnet. Place the image of the dog at the house.

TEACHER SAY: **My dog's name is Maddi. Say, "hi" to Maddi.**

 **STUDENTS DO:** Greet Maddi. Observe as the teacher tells a story.

TEACHER SAY: Maddi is at her house. She likes her house. But she smells something.

TEACHER DO: Move the dog as though it is sniffing.

TEACHER SAY: Maddi always follows her nose. She thinks she smells something by the tree. I think that is where she is going.

TEACHER DO: Move the dog along the line to the tree. "Sniff" the tree.

TEACHER SAY: Oh no. Maddi cannot find the scent. She looks around and listens.

TEACHER DO: Move the dog around as you tell story. Move it as though it has just seen another dog.

TEACHER SAY: Maddi sees a dog. She hurries to the dog. Maddi knows that the dog is her friend, Spot.

TEACHER DO: Move dog quickly, following the line toward the dog. Wiggle the dog to show excitement.

TEACHER SAY: Maddi and Spot love to play together. Oh my. Maddi hears her owner calling. Time to go home. Maddi says goodbye to Spot and goes home. It is dinner time.

TEACHER DO: Move the dog back to the house. Allow students to react to the story, but do not show magnet.

 **STUDENTS DO:** React to the telling of the story.

TEACHER SAY: Would anyone like to tell a story using Maddi? Maddi will move as you tell the story.

TEACHER DO: Choose one or two students to tell a one- or two-step story. Students can tell the story from where they are seated. You may involve more students by having each student give only one direction. Encourage students to use direction words such as: up, down, over, above, below, under.

 **STUDENTS DO:** Tell a story with Maddi.

TEACHER SAY: That was fun. Do you have any questions about Maddi?

 **STUDENTS DO:** Ask questions, including how Maddi moves.

TEACHER SAY: Does anyone have an idea how Maddi moves?

 **STUDENTS DO:** Share ideas.

3. TEACHER DO: Once students have shared ideas, show the magnet, but not the paper clip on the back of the dog image.

TEACHER SAY: I used a tool called a magnet to tell the story of Maddi. Today we will explore magnets and then you will make your own magnet story.

TEACHER DO: Transition to students working with partners or in small groups of three or four.

TEACHER SAY: Have any of you ever seen or used a magnet? What can you tell us about magnets?

 **STUDENTS DO:** Respond with experiences.

TEACHER DO: Write on the board any descriptive language students use that can help them define what a magnet is and what it does.

TEACHER SAY: Yes, a magnet can attract, or “stick to” certain items.

TEACHER DO: Demonstrate by holding a magnet up to something metal. Walk around the classroom showing students how they are attracted. Repeat the words “magnet” and “attract” as you demonstrate to students.

 **STUDENTS DO:** Observe.

TEACHER SAY: You have seen that the magnet attracts the (object you chose). When the magnet pulls an object toward it, we call it “attracting.” The magnet attracts this object. Talk to your Shoulder Partner. What questions do you have?

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER DO: Listen to student responses. You may want to record questions for further exploration. Hand out magnets to students to share.

Note to Teacher: If your classroom is not conducive to free exploration, skip the next step and have students begin to test the pre-prepared sets of items.

4. TEACHER SAY: I heard very good questions. Let’s explore with magnets. Walk around and test items with your magnet. Do not try to test a computer or any other electronic devices.

TEACHER DO: Emphasize staying away from electronic devices. Watch and listen to students’ interactions as they explore freely. While students are exploring, hand out the bags of items to test, one bag per group of students. Bring students back together with a **Raised Hand Signal**.

 **STUDENTS DO:** Explore whether objects in the room are attracted to magnets.

TEACHER SAY: You have learned by exploring with magnets. Everyone put your magnets aside for now. We will test more items in a few minutes. We are going to test items in the bag. With your Shoulder Partner, take each item carefully out of the bag and discuss what it is.

 **STUDENTS DO:** Discuss items with **Shoulder Partner**.

5. TEACHER SAY: Now, we are going to make predictions. If you think the item will be attracted to the magnet, put it in one pile. If the item will not be attracted to the magnet, put it in a separate pile.

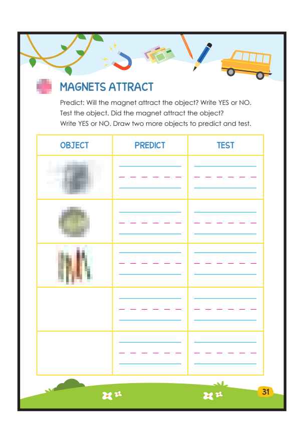
 **STUDENTS DO:** Work with **Shoulder Partner** to sort objects.

TEACHER DO: Walk around, listening to conversations. Make certain students explain predictions and that all students get a chance to participate.

TEACHER SAY: Let’s do a Gallery Walk to see if we all agree. We will look at everyone’s work. Remember, do not touch. Talk with your Shoulder Partner about what you notice.

TEACHER DO: Give students directions for the **Gallery Walk**. When students have observed each other’s sorted piles, direct students back to their seats.

TEACHER SAY: You may have different answers than others, but that is okay. We are only making predictions right now. Let’s use our student book to record our ideas. Turn to the page, Magnets Attract.



MAGNETS ATTRACT

Predict: Will the magnet attract the object? Write YES or NO.
Test the object. Did the magnet attract the object?
Write YES or NO. Draw two more objects to predict and test.

OBJECT	PREDICT	TEST

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 **STUDENTS DO:** Find correct page.

TEACHER SAY: Follow along as I read the directions.

 **READ ALOUD: Predict: Will the magnet attract the object? Write YES or NO. Test the object. Did the magnet attract the object? Write YES or NO. Draw two more objects to predict and test.**

TEACHER SAY: We have many things to do on this page. What is the first thing we will write?

 **STUDENTS DO:** Answer that they will first write predictions.

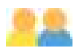
TEACHER SAY: Yes, first write your prediction for the first three objects. Write “yes” if you think it will be attracted to the magnet. Write “no” if you do not think it will be attracted to the magnet.

 **STUDENTS DO:** Write “yes” or “no” for the first three objects.

TEACHER SAY: Why are there empty boxes? What should we do in the empty boxes?

 **STUDENTS DO:** Explain that they should draw two more objects and write predictions.

TEACHER SAY: Look at your sort. Draw one item that you think will be attracted to the magnet. Draw one thing in your sort that you think will not be attracted to the magnet. Write “yes” or “no” for your prediction.

 **STUDENTS DO:** Complete the first two columns of Magnets Attract.

TEACHER DO: Walk around the classroom, supporting students as they draw and predict.

6. TEACHER SAY: Now it’s time to test your predictions. First, test the items from the page, Magnets Attract. Be sure to record your answers.

 **STUDENTS DO:** Test items and record.

TEACHER DO: Observe student work. Make certain correct answers are recorded.

TEACHER SAY: Now let’s begin testing the other items. Re-sort if your prediction was not correct.

 **STUDENTS DO:** Test items and re-sort.

TEACHER DO: Observe student work. Guide students to re-sort items according to attract and do not attract.

Note to Teacher: If you have time after testing and re-sorting, allow students to do another **Gallery Walk** *to notice that this time, the piles are more similar between groups. (There may be a few discrepancies due to testing errors.)*

7. TEACHER SAY: Nice work sorting. You are very good scientists. I still wonder. Why do you think some items are attracted to the magnet? Why are some items not attracted to the magnet?

 **STUDENTS DO:** Share ideas.

TEACHER DO: If students do not volunteer the connection between metal items and attraction to the magnet, ask what the “yes” items have in common. Students should identify the items as metal.

TEACHER SAY: Yes. Metal is attracted to magnets. Now let’s think about my magnet story. I showed you the magnet, but Maddi was made out of paper. How do you think my magnet story worked?

 **STUDENTS DO:** Predict.

TEACHER DO: Show students the paper clip on the back of the image.

TEACHER SAY: Yes, I used a magnet and a paper clip. What other objects could I have used instead of the paper clip?

 **STUDENTS DO:** Respond with other metal items.

TEACHER SAY: Would you like to make your own magnet story plate?

 **STUDENTS DO:** Respond, "Yes."

TEACHER SAY: Tomorrow you will make your own magnet story. Think about the story you will tell. Let's put away our materials now. Then we will close our discussion for today.

 **STUDENTS DO:** Clean area and return to seats.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

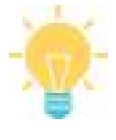
TEACHER SAY: Today you learned about magnets. You also heard a story about Maddi and her friend Spot. Tomorrow you will make your own story. Please turn to your Shoulder Partner. What will you tell your family about using magnets?

 **STUDENTS DO:** Share with **Shoulder Partner**.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use a magnet as a tool to create a story. • Use imagination to create an invitation for a friend.	• Magnet • Attract • Invitation	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • Paper plates or thick paper • Tape • Scissors • Magnets • Paper clips • Paper cut into small squares, approximately 5 cm by 5 cm

PREPARATION
Have materials available for the magnet story plates. Magnets can be shared if needed.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's begin today using our Calling Sticks. I will call one student to be our student leader today. The student leader will choose students using the Calling Sticks. Please discuss what you learned yesterday. What did you learn about magnets?**

TEACHER DO: Pull a **Calling Stick** to choose the student leader. Remind him/her of the question for discussion: What did you learn about magnets?

 STUDENTS DO: Lead student poses questions using **Calling Sticks**.

TEACHER DO: Thank the student leader. Have model of the magnet story on hand.

2. TEACHER SAY: **Yesterday I shared my story about Maddi. Who can tell us how I made Maddi move?**

 STUDENTS DO: Explain the role of the magnet in how Maddi moved.

TEACHER DO: If the explanation is not complete, ask more than one student to explain.

TEACHER SAY: **Yes. The magnet attracted the paper clip. Who has thought about a story you want to tell?**

 STUDENTS DO: Raise hands.

TEACHER SAY: **The first thing to think about is the main character of your story. The main character in my story was Maddi. Who will be the main character in your story? Tell your Shoulder Partner who the main character of your story is.**

 **STUDENTS DO:** Share ideas with partner.

3. TEACHER SAY: Let's begin making your own magnet story. First, I will hand out paper for you to draw your main character. Be sure to add color.

TEACHER DO: Hand out paper squares. As students are working on the squares, hand out the paper plates or pieces of thick paper.

 **STUDENTS DO:** Draw and color their main characters.

TEACHER SAY: I can see that all our magnet stories will be different. We will have different main characters. Now you can draw three places for your character to visit, just like I did. What places will your main character visit?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Display your plate, showing students the house, tree, and dog. Encourage students to think about original ideas for new stories.

TEACHER SAY: Look where the places are on my plate. This will help you think about making your own story plate. Go ahead and begin your drawings. Remember, you will draw three places for your main character to visit.

 **STUDENTS DO:** Draw on plates.

TEACHER DO: Walk around classroom, guiding as necessary.

TEACHER SAY: Now it is time for you to tell your story. Think about where your character will visit first. Why is he or she going there? Think about each place. Practice telling your story with your Shoulder Partner.

 **STUDENTS DO:** Practice telling stories.

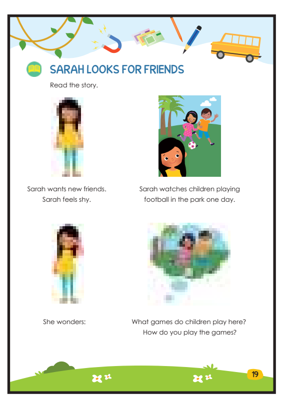
TEACHER SAY: I am excited to hear your stories. Let's Shake It, Share It, High Five. Find another student to share your story.

TEACHER DO: Direct students as needed to find a new partner. Allow two or three turns before asking students to return to their seats.

 **STUDENTS DO:** Share stories.

TEACHER SAY: What wonderful stories you have told. Let's put away our magnet stories and collect all the magnets. When you are finished, we will think about helping Sarah. I will know you are ready when you are seated, and your student book is in front of you.

 **STUDENTS DO:** Clean area.





TEACHER DO: Guide students to put items in designated areas and return to seats. If necessary, use the Raised Hand strategy to regroup.

4. TEACHER SAY: Thank you for being ready. Let's think about our new friend Sarah. It has been a few days since we read her story. Let's read the story again. Turn to the page, Sarah Looks for Friends, in your student book.

 **STUDENTS DO:** Find the correct page.

TEACHER SAY: Take a minute to look at the pictures. It will help you remember the story. Find the words you know. Practice reading. You may work with your Shoulder Partner.

Note to Teacher: Use this as an opportunity to informally assess students' reading abilities.

TEACHER DO: Walk around the room, assisting students as needed.

 **STUDENTS DO:** Work with **Shoulder Partner** to review story.

TEACHER SAY: You have had a chance to review the story. Now, I will read it aloud. Please follow along with me as I read.

 **READ ALOUD: Sarah wants new friends. Sarah feels shy. Sarah watches kids playing football in the park one day. She wonders: What games do kids play? How do you play the games?**

 **STUDENTS DO:** Follow along as the teacher reads.

TEACHER SAY: What have we already done to help Sarah? Think about the question. I will choose a new student leader to lead our discussion.

TEACHER DO: Choose a student leader. Remind leader of the question: What have we done to help Sarah?

 **STUDENTS DO:** Share ways they have helped Sarah.

TEACHER SAY: Thank you, (leader's name), for helping us.

TEACHER DO: Count ideas off on fingers.

5. TEACHER SAY: We learned about outdoor games. We learned about indoor games. We learned about imitating animals in a park. We learned about using a ball as a tool in games. We learned about telling stories with puppets and magnets. We know a lot to help Sarah.

Over the next few days, we will make games for Sarah to play. Do you think we should make an invitation for Sarah to come play?

 **STUDENTS DO:** Respond, "Yes."

TEACHER SAY: What should we say in the invitation?

 **STUDENTS DO:** Give suggestions.

TEACHER SAY: You have good ideas. What should Sarah wear to our Game Day? What kind of clothes do you wear to play outside?

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: What do you wear when you play games inside?

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: Yes. We wear different clothes for different occasions. So we will tell Sarah to wear her play clothes. What else should we add to the invitation?



 **STUDENTS DO:** Respond with ideas, such as when and where to meet.

6. TEACHER SAY: I think you remember when we made our last invitation. In your student book, turn to the page, Sarah's Invitation. We will work on her invitation now.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: I will read the directions. Follow along as I read.

 **READ ALOUD: Fill in the blanks. Decorate the invitation.**

 **STUDENTS DO:** Follow along as the teacher reads.

TEACHER SAY: I will read the rest of the invitation to you. Follow along.



READ ALOUD: You are invited.
What: Game Day.
Wear:

TEACHER SAY: Oh. There is a box after the word "Wear." What should we put in the box?

 **STUDENTS DO:** Answer that they should draw a picture of play clothes.

TEACHER SAY: Yes. That is a good idea. Let's do that now. Draw the play clothes you think Sarah should wear to our Game Day.

 **STUDENTS DO:** Draw play clothes.

TEACHER SAY: Now Sarah will know what to wear to our Game Day. Let's keep reading. The next line says, "When." Our Game Day is in two days. What should we write here?

 **STUDENTS DO:** Give suggestions.

TEACHER DO: Decide what will be written on the invitation. Write on the board so students can copy. Tell students to write their own name on the last line and decorate the invitation.

 **STUDENTS DO:** Complete invitation.

TEACHER SAY: I see some very nice invitations. Let's share our invitations with others in our room. Explain why you chose the decoration. We will Hands Up, Pair Up to find someone to share with. I will count down from 5. Find a partner. 5, 4, 3, 2, 1, 0.

TEACHER DO: Allow students to share two or three times, and then transition, bringing students back to their seats.

 **STUDENTS DO:** Share invitations and listen to partners.

TEACHER SAY: Sarah will be very happy to see her invitation. Let's put away our supplies and get ready to end our discussions for today.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Tell your Shoulder Partner what you like best about their invitation.

 **STUDENTS DO:** Talk with partners.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Design a favorite game with new goals and rules. • Participate in collaborative decision making.	• Goal • Rules	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • Items for games

PREPARATION

Determine the constraints you will put on the games being created. If it is difficult to move students outside for play, only allow inside games controlled within a given area. You may decide on only outside games or a combination of both. Adjust the directions to meet the needs of your class. Be ready to group students for creating a game for Game Day. There should be approximately four in a group. Group students by common interest if possible. Plan ahead for how to label and store any pieces or tools that students create so that they can use them the next day.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's review what we learned yesterday. Sarah is looking for new friends. What did you learn about being a friend? Let's first choose our student leader for today.

TEACHER DO: Pull a **Calling Stick** to choose the student leader. Remind him/her to use **Calling Sticks** and ask the question: What did you learn about being a friend?

 **STUDENTS DO:** Leader poses questions using **Calling Sticks**.

TEACHER DO: Thank the student leader.

2. TEACHER SAY: Today we will make games for Game Day. I will organize you in teams for Game Day. Once I call your name, bring your student book, pencils, and crayons to the area I name.

 **STUDENTS DO:** Group with teams, bringing necessary materials.

TEACHER SAY: You will work with your team to create a game. The games will be indoor games. We will change one of our favorite games and make it a new game.

TEACHER DO: Post the list of favorite games created earlier in the chapter. Read each of the games to the students. Add any other games, including those played during the chapter.

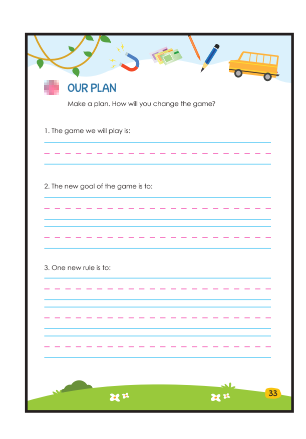
TEACHER SAY: Think about our favorite games. One of our favorite games was football. Do you remember when we played a table version of the game football? How did we change the game?

 **STUDENTS DO:** Explain changes.

TEACHER SAY: This is one way to change a game. Today, we will work in teams to change one of our favorite games. We will change the goal of the game and one rule of the game. First, let's decide which game you want to change. Talk with your team and decide, which game will you change?

 **STUDENTS DO:** Work with team to choose which game to change.

TEACHER DO: Listen to students as they work together. Guide as needed. Encourage students to consider games that do not need a game board unless you have game boards available.



3. TEACHER SAY: You are ready to make a plan. Everyone, open your student book to the page, Our Plan. Follow along as I read the directions. The directions say:

 **READ ALOUD: Make a plan. How will you change the game?**

Note to Teacher: Allow students to complete the page the best they can. At this point in the year, students may be able to write beginning letters, and add any other letters to complete the sound they hear in the word. If students need additional support, you may wish to write on a piece of paper for students to copy.

TEACHER SAY: The first sentence starts: The game we will play is: _____. You have decided with your team which game you will change. Write the name of the game you will play on the first line. You can copy the words from our list on the board.

 **STUDENTS DO:** Write names of games in student book.

TEACHER SAY: Now, let's think about how we can change the game. We can change the goal of the game. For example, the goal of some games is to cross a line first. We could change the goal to be crossing the line last. Who remembers how we changed the goal of our table football game?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Talk to your group. What is the goal of your game now? How could you change it?

 **STUDENTS DO:** Talk together to change the goal.

TEACHER SAY: Let's share some of your ideas with the whole class. I will write your ideas on the board.

TEACHER DO: List students' ideas in a **T-chart**, recording the goal of the favorite game and the new goal. Suggest that sometimes the change is to make the goal the opposite of what it is now. Guide students as needed. Keep in mind that high levels of critical thinking and creativity are required to complete this project. Your students should be capable of stretching their minds at this point, so be sure to encourage their hard work and deep thinking.

 **STUDENTS DO:** Share new goals for the games.

TEACHER SAY: Your new games sound like they will be fun. Let's continue. The next sentence in the student book starts: The new goal of the game is to: ____. Write your new goal on the line.

TEACHER DO: Monitor student progress. Give help with language and spelling as needed. If students need to draw the new goal, that may be an acceptable modification.

 **STUDENTS DO:** Write the new goal in the student book.

TEACHER SAY: The last statement in your student book says: One new rule is to: _____. You will change one rule. Let me give you an example. A rule in football is that only goalies can touch the ball with their hands. A new rule might be that NO ONE can use their hands. How would the game change with this new rule? Discuss with your group.

 **STUDENTS DO:** Discuss how changing a rule would change the game of football.

TEACHER SAY: Think about the rules of your game. How can you change only one rule? Let's use Think Time to begin, and then you will talk with your team.

 **STUDENTS DO:** Use **Think Time**; then discuss with their teams.

TEACHER DO: Guide students as needed.

TEACHER SAY: Let's share some ideas. I will write the new ideas on the board.

TEACHER DO: Write ideas on the board. Suggest changes as needed.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Talk to your team. What rule will you change?

 **STUDENTS DO:** Work with their teams to change one goal.

Note to Teacher: If students are having difficulty, ask teams that have similar ideas to work together. You may also ask teams that have generated many ideas to work with those having difficulty. You may wish to create one example for the entire class, but try not to limit the creativity of individual students/student groups. Encourage creativity and allow students to come up with ideas independently.

TEACHER SAY: Write the rule you will change. What is the new rule?

 **STUDENTS DO:** Write the rule in student books.

4. TEACHER SAY: I am excited to see your games. Now it is time to prepare for Game Day. Work on the tools for your game. What are some tools you will need to play your game?

 **STUDENTS DO:** Give ideas such as markers, game boards, math cards, and word cards.

TEACHER DO: Show students where supplies are located. Students may also volunteer to bring in game boards or supplies from home. If needed, provide more structured facilitation for this work time by having groups make a list of tools needed, discuss materials to use for each, assign one tool (or more) per student, and plan a design by sketching it first.

TEACHER SAY: Work with your group. If you finish putting your game together, you can practice playing your game. Are there any questions?

 **STUDENTS DO:** Ask clarifying questions. Work as a team to make a game.

TEACHER DO: Monitor student progress. Remind students of time left to work as the day progresses. If students finish before others, encourage the group to practice playing the game after they have cleaned the area. Give students instructions for how you wish to label and store the tools created.

TEACHER SAY: You have all worked very hard today. Let's clean up the area before we finish today.

 **STUDENTS DO:** Clean the room.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Please tell your team how they helped you today and thank them.

 **STUDENTS DO:** Talk with their teams and thank them.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Utilize speaking and listening skills to share created games. • Clearly describe and demonstrate a created game.	• Goal • Rules • Presentation	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • Student-made games



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Today is the last day of our chapter, "Playing with New Friends." Let's begin today using our Calling Sticks. I will call one student to be our student leader today. The leader will choose students using the Calling Sticks.**

TEACHER DO: Pull a **Calling Stick** to choose the student leader. Discuss: What have you learned about games?

 STUDENTS DO: Pose question using **Calling Sticks** to choose students to answer.

TEACHER DO: Thank the student leader.

2. TEACHER SAY: **I am excited to see you present your games to your classmates today. What should we remember as we share our games?**

 STUDENTS DO: Share important ideas about presenting.

TEACHER SAY: **We have already done many presentations this year. I think you know expected behavior. I need a volunteer to model what we expect to see and hear when we present our games.**

TEACHER DO: Choose a student to come to the front of the room. The student will model behavior as directed by students. Once the student has modeled behavior, call on another student to model speaking behavior.

TEACHER SAY: **(Student's name) will model how to speak clearly to a group. Let's help him/her remember good speaking behavior. You say the behavior and (student's name) will model it. For example, we know we have to stand up straight.**

 STUDENTS DO: Modeling student stands up straight.

TEACHER SAY: **(Student's name) will choose who will give him/her directions. The rest of us will model behavior for listening. (Student's name) will call on other students, one at a time.**

 STUDENTS DO: Model behavior, raise hands. The student who is demonstrating calls on students for guidelines of presenting.

TEACHER DO: If there is an expected behavior that is not demonstrated, ask for all students to model that behavior. Be sure to thank the volunteer.

3. TEACHER DO: Transition to modeling the content and details you expect students to include when sharing their games. Clarify the details students should include when presenting their game to classmates.

TEACHER SAY: We have practiced how to speak clearly and with confidence. There are four people in our groups. One person will begin the presentation. He/she will name the game and explain the new goal of the game. The second person will explain the new rule of the game. The third person will explain why you chose to change this game. The fourth person will lead the game when it is time to play.

TEACHER DO: As you share expectations, list on the board so students remember what to do.

TEACHER SAY: Who can retell our directions?

 **STUDENTS DO:** Retell directions.

TEACHER SAY: Now that we know our expectations and the details we should include, let's practice presenting our game with our team. Practice working together to present. Use our list to remember what to do.

 **STUDENTS DO:** Practice presenting their games.

TEACHER DO: Walk around the classroom as students practice. Direct students as needed.

Allow about 10 minutes for teams to practice. Then, bring the students back together with the **Hands Up** strategy.

4. TEACHER SAY: Now that you have practiced with your partners, it is time to find our groups to share. Follow my directions as we group our groups. Three groups will work together. Each group will present to two other groups. We will play the games after each team has presented. Who can repeat the directions?

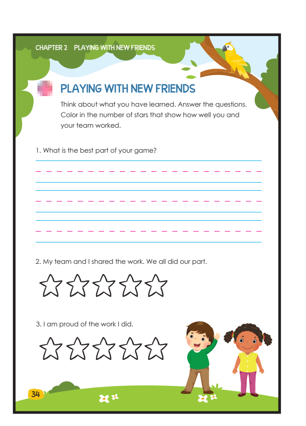
 **STUDENTS DO:** Explain the directions, including waiting to play the game until all teams have presented.

TEACHER DO: Assign groups to different areas of the room. Make certain each group knows which team will present first.

TEACHER SAY: Now that you know your groups, let's share our games. I will be walking around so I can hear all of you. Let's get started.

 **STUDENTS DO:** Share games and listen respectfully.

TEACHER DO: Walk around the classroom, listening to presentations and encouraging students. Prompt groups to speak clearly and show the different parts of the game. Allow time for all groups to share. Continue playing games as time allows.


CHAPTER 2 PLAYING WITH NEW FRIENDS

PLAYING WITH NEW FRIENDS

Think about what you have learned. Answer the questions. Color in the number of stars that show how well you and your team worked.

1. What is the best part of your game?

2. My team and I shared the work. We all did our part.

3. I am proud of the work I did.

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TEACHER SAY: What a great Game Day we have had. Let's work together to clean our area. As a group, put away your games. Sit down as soon as you are finished. I will know you are ready to finish our day.

 **STUDENTS DO:** Clean area and sit in seats.

TEACHER DO: Provide a specific area for students to put the games. You may want to save the games to play another day.

5. TEACHER SAY: Now we are ready to finish our chapter. Open your student book to the page, Playing with New Friends.

 **STUDENTS DO:** Turn to the page, Playing with New Friends.

TEACHER SAY: Follow along as I read the directions.

 **READ ALOUD: Think about what you have learned. Answer the questions. Color in the number of stars that show how well you and your team worked.**

 **STUDENTS DO:** Follow along as the teacher reads the directions.

TEACHER DO: Guide students through each question as they review the chapter. Use **Wait Time** to allow students to write or draw answers.

 **STUDENTS DO:** Complete the page as the teacher facilitates.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I like the way you listened to each other today. I am proud of the work you have done. Tell your Shoulder Partner what you have learned about working with a group.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

KINDERGARTEN II

Multidisciplinary

HOW THE WORLD WORKS

Chapter 3: To Market

Theme Overview

To Market

COMPONENT	DESCRIPTION	LESSONS
Discover	Students compare and contrast types of markets. Students discover the differences between a want and a need and investigate where goods come from.	3
Learn	Students learn about the different types of markets and how to prepare for a shopping trip. Students apply understanding of money to shopping at a market and budgeting.	5
Share	Students create a kind of good to sell at a market. On the last day, students role play visiting a market and purchasing objects.	2

Connection to Issues



Environmental: Our earth and environment need to be sustained. We can appreciate the environment as a community.

Globalization: Technology helps us and has changed over time. We have a special culture in Egypt around water.

Life Skills Addressed

To Market

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Exchanging information.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Foundational Skills: Print Concepts

- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Recognize that spoken words are represented in written language that follows rules.

Foundational Skills: Phonological Awareness

- Demonstrate basic knowledge of each letter and its corresponding sound.
- With support, read emergent-reader texts with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of text.

Phonics and Word Recognition

- Read common, high-frequency words.

Reading Comprehension: Literature

- Use illustrations in a story to describe its characters, setting, or events.
- Identify characters, settings, and major events in a story with prompting and support.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend literature of appropriate complexity for KG2.

Reading Comprehension: Informational Text

- Answer questions about key details in text with prompting and support.
- Describe the relationship between illustrations and the text in which they appear.

Language: Vocabulary Acquistion and Use

- Use words and phrases acquired through conversation, reading, and being read to.

WRITING:

Foundational Skills

- Write high-frequency words.
- Arrange words to form sentences.
- Form sentences of two or three words.

Narrative

- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Recall information from experiences.

Process, Production, and Research

- Orally produce complete sentences in shared language activities.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

Foundational Skills

- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Add drawings or other visual displays to descriptions to provide additional detail.
- Express thoughts, feelings, and ideas clearly.

Fluency

- Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Produce complete sentences when appropriate to task and situation.

MATH:

Counting and Cardinality

- Identify the number of objects in familiar groupings without counting (e.g., number of dots on a side of dice, numbers on playing cards).
- Use ordinal numbers (i.e., first, second, third) to describe objects up to 10 (tenth).

Operations and Algebraic Thinking

- Represent addition and subtraction with objects; fingers; mental images; drawings; sounds; acting out situations; or verbal explanations, expressions, or equations.
- Add and subtract within 20 using strategies such as
    - using objects or drawings to represent a problem
    - decomposing numbers into pairs in more than one way (e.g., 5=2+3 and 5=4+1)
    - finding the number that makes ten when added to any number 1-9

Measurement

- Recognize different units of money, including 1 Egyptian pound, 5 pounds, 10 pounds, and 20 pounds.

Geometry

- Describe objects in the environment using names of shapes.

SCIENCE:

Skills and Processes

- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using five senses, and trying things out.
- Design and make things with simple tools and a variety of materials.

Earth and Space
- Describe the importance of clean water.
- Investigate objects in the environment.

Engineering Design and Process
- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of engineering design.
- Develop the abilities to apply the design process.
- Develop the abilities to assess the impact of products and systems.

SOCIAL STUDIES:
Economics and History
- Explain the difference between something we want and something we need.
- Identify different types of goods.
- Role play buying and selling goods.
- Describe the stages of manufacturing of some commodities (e.g., bread).
- Identify the materials used in manufacturing some commodities (e.g., wheat is cultivated for bread, cotton is used in manufacturing clothing).
- Explain the connection between commodities and where they are provided/sold.
- Explain that resources are used to make products.
- Describe how goods are acquired.
- Describe economic choices people make to satisfy wants and needs.
- Describe types of markets in the community.

ART:
Design
Technology and Design
- Color pictures of things in the surrounding environment using painting software.
- Create a two-dimensional representation of a three-dimensional subject using lines and geometric shapes.

Sculpting
Developing Imagination
- Create artwork from own imagination.

Applied Arts and Handicrafts
Using Materials from the Surrounding Environment
- Produce unique artworks using materials from the surrounding environment.

MUSIC:
Playing Instruments
Playing Simple Instruments
- Play instruments available in school.

Singing
Singing Meaningful Songs
- Sing the national anthem and theme-related songs with others.

Demonstrating Appropriate Behaviors in Music
- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments.

EDUCATIONAL MEDIA:
Journalism
Acquire New Journalism Skills
- Use clues to solve theme-related riddles.

ECONOMICS AND APPLIED SCIENCE:
Managing Individual and Family Resources and Rationing Consumption
Resources of Individuals and Families
- Identify individual and family resources (e.g. water, food, time).

Importance of Managing Individual and Family Resources
- Seek to save money.
- Identify home appliances and tools.

INFORMATION AND COMMUNICATION TECHNOLOGIES:
- Use digital technologies (i.e., computer) appropriately to support learning.
- Use a variety of digital tools to produce and publish writing and art with guidance and support (e.g., painting software).
- Explain how digital technologies affect the way people live, work, and play.

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Read a story to introduce the chapter and topic. • Compare markets from around the world. • Make predictions about the purpose of objects in an image.
2	DISCOVER: **Students will:** • Identify objects and appliances in a home. • Differentiate between a want and need.
3	DISCOVER: **Students will:** • Explain the product cycle of bread. • Use ordinal numbers to relate a series of events.
4	LEARN: **Students will:** • Identify sources of clean water. • Explain the importance of clean water. • List ways to keep water sources clean.
5	LEARN: **Students will:** • Identify the different types of shops and the goods they sell. • Sing a theme-related song and play instruments.
6	LEARN: **Students will:** • List objects to purchase at the market. • Make decisions about what to purchase. • Compare prices and seek to save money.
7	LEARN: **Students will:** • Select objects to purchase for school. • Make decisions with a budget in mind. • Use addition and subtraction to determine money amounts. • Practice exchanging money for goods.
8	LEARN: **Students will:** • Review and use different currency amounts of Egyptian pounds. • Practice exchanging money for goods. • Make decisions with a budget in mind. • Use addition and subtraction to determine money amounts.
9	SHARE: **Students will:** • Work as a team to create a sign to sell goods. • Make a kind of good to sell at the market. • Explain what the good is used for. • Determine the cost of the good.
10	SHARE: **Students will:** • Role play being at the market as a vendor. • Determine the cost of the goods being sold. • Role play a customer and make decisions on what to purchase.

Materials Used

Student book

Pencils

Crayons

Glue or tape

Blackboard or chart paper

Chalk or markers

Scissors

Magazines, newspapers, or catalogs

Bread (small piece per group or student)

Box or lid (paper or plastic)

Soil or sand

Pepper or small seeds

Small pieces of paper or plastic (confetti)

Watering can or bottle

Water

Sets of play or pretend money

Large format paper

Paint

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Read a story to introduce the chapter and topic. • Compare markets from around the world. • Make predictions about the purpose of objects in an image.	• Market • Goods • Kitchen • Bedroom • Bathroom	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Today we will begin our third chapter in "How the World Works." We have learned how our community works. We have learned about how things move and how we play games. We have learned much more. Let's Popcorn to share what you remember. Who would like to begin our Popcorn?

TEACHER DO: Choose a student to begin. After the first student shares, that student chooses another student to share, and the pattern continues.

 **STUDENTS DO: Popcorn** to share something learned in the previous chapter.

TEACHER DO: Process continues with students leading the discussion. Assist students as needed by giving clues. End the **Popcorn** once students have remembered sufficient experiences from both chapters.

2. TEACHER DO: Introduce the new chapter, "To Market," by reading a short story about Sarah.

TEACHER SAY: You remembered so much. Do you remember our friend Sarah in the story? Sarah felt nervous about moving. Sarah was learning about her new town. Sarah was thinking about shopping.

Has anyone in our class moved into a different home? Raise your hand if you have moved to a new home.

 **STUDENTS DO:** Raise hands.

TEACHER SAY: Keep your hand up if you would like to tell us one detail you remember about moving homes.

 **STUDENTS DO:** Share experiences of moving homes.

TEACHER DO: Call on students to share. If students in the class do not remember moving to a new home, ask how they would feel in a new home. Would they feel like Sarah? As students share, hand out student books.

3. TEACHER SAY: I wonder how Sarah feels about moving into a new home. Let's turn to the page Sarah Goes to Market.



TEACHER DO: Direct students to the correct page in the student book. Review the directions on the page.

TEACHER SAY: Before reading the story, what do you think we should do?

 **STUDENTS DO:** Suggest looking at the picture first to get an idea of the story.

TEACHER DO: If needed, guide students to think about looking at pictures first by pointing at the first picture on the page.

TEACHER SAY: Let's look at the picture. The picture is of Sarah. What details do you see in the picture? Turn to your Shoulder Partner and share what you notice.

 **STUDENTS DO:** Observe the picture, then turn to their partners to describe the pictures.

TEACHER SAY: The title of the story is "Sarah Goes to Market." How do you predict Sarah will be feeling in this story? Turn to your Shoulder Partner and make a prediction.

 **STUDENTS DO:** Turn to partners and make a prediction.

TEACHER SAY: Let's share your predictions before we read. Raise your hands to offer your predictions. How do you think Sarah is feeling?

 **STUDENTS DO:** Raise hands and offer predictions.

TEACHER SAY: What clues in the picture tell you how she is feeling?

 **STUDENTS DO:** Raise hands and offer predictions.

TEACHER DO: As students present ideas, prompt them to connect back to the pictures for evidence that supports the idea.

4. TEACHER SAY: Those sound like interesting predictions. Now, let's find out what happens in the story.

 **READ ALOUD: Read the story.**

TEACHER DO: First, read the story as students listen. Then, if appropriate, have the students read along with you for a second read-through of the story.

Note to Teacher: At this point in the year, students should recognize some high frequency words, but not all students may be ready to read aloud with you. If this is the case, modify this part of the lesson to fit the needs of your students. Point out the sentence structure and the key vocabulary terms.

TEACHER SAY: I will read the story first. Please point to the words on your page as I read. Use your index finger to point to the first word. Follow along with me as I read.

 **READ ALOUD: Sarah has a new home. Sarah feels excited. Sarah wonders: What will she need?**

 **STUDENTS DO:** Point to the words as they are being read.

TEACHER SAY: Let's pause there and read those lines again, together this time.

 **STUDENTS DO:** Read the first four lines of the story out loud with the teacher.

TEACHER SAY: In the story, Sarah has a new home. How does Sarah feel in the story? Turn to your Shoulder Partner. Explain how Sarah feels.

 **STUDENTS DO:** Turn to their **Shoulder Partner** and discuss answers. Students should state that she is excited.

TEACHER SAY: Why do you think Sarah feels excited in this story? Turn to your Shoulder Partner and explain your answer.

 **STUDENTS DO:** Share ideas with their partners on why Sarah might feel excited.

TEACHER DO: Use **Calling Sticks** to invite three or four students to share why they think Sarah is excited.

 **STUDENTS DO:** Share ideas with the class when called on.

TEACHER SAY: Sarah will help her family decorate their new home. Let's keep reading the story. I will repeat the last line we read, then read the final three lines. Be ready to read with me after you have heard the lines once.

 **READ ALOUD: She wonders: What will she need? What goes in the bedroom? What goes in the kitchen? What goes in the bathroom?**

TEACHER SAY: Let's read those lines again, together this time.

 **STUDENTS DO:** Read the last three lines along with the teacher.

TEACHER SAY: Sarah has moved into a new home. She is excited to help her family set up and decorate the home. She wonders where she can get all the things her family wants and needs. Where do you think her family can find what they need for their new home? Tell your Shoulder Partner your ideas.

 **STUDENTS DO:** Talk with a partner about where Sarah's family can get what they need.

TEACHER DO: Listen to students' responses. Are they mentioning stores or family members and neighbors? What types of stores are they suggesting? Are their ideas probable? Help with suggestions if needed.

TEACHER SAY: I heard some good ideas in your discussions. Sometimes we receive gifts. Sometimes we make things. I heard some of you say Sarah could go to the market. People purchase goods at a market. In this chapter's project, we will pretend to go to a market to sell something we have made. First, we need to learn about markets.



5. TEACHER DO: Transition to an inquiry activity where students look at different images of markets from around the town. Direct students to look at the page Markets Around the World.

TEACHER SAY: First, let's look at pictures of markets from around the world. Turn to the page Markets Around the World in your student book.

 **STUDENTS DO:** Find page in the student book.

TEACHER DO: Make certain all students have found the correct page. Review the directions.

TEACHER SAY: I will read the directions. Follow along with me. Put your finger on the first word.

 **READ ALOUD: Look at the pictures of markets. How are the markets similar? How are the markets different?**

TEACHER SAY: Let's use Think Time before working together. First, look at how the markets are similar. Remember to think silently.

TEACHER DO: While students are thinking, draw a **T-chart** on the board. On one side write "similar" and on the other write "different."

TEACHER SAY: Now work with your Shoulder Partner. First, look at how each of the markets is similar. Point to the parts in the pictures that are alike. Explain how the pictures are alike.

 **STUDENTS DO:** Work with partner to identify the similar objects in the market pictures.

TEACHER SAY: Let's discuss the similarities. What did you notice? Raise your hand if you have an idea to share.

 **STUDENTS DO:** Raise hands and offer observations about similarities.

TEACHER DO: Write student responses on the board beneath "similar." If needed, prompt students with questions such as: Are there items to buy in both markets? What do you notice about the colors?

TEACHER SAY: Now, let's look back at the pictures. This time, look for the differences between the markets. Point to what is unique and name it for your Shoulder Partner.

 **STUDENTS DO:** Work with partners to identify differences between the market pictures.

TEACHER SAY: Let's discuss the differences. What did you notice was different? Raise your hand if you have a difference to share.

 **STUDENTS DO:** Raise hands and offer observations about differences.

TEACHER DO: Write student responses on the board beneath "differences." If needed, prompt students with questions such as: What is being sold in each market? Are each of the markets outside?

6. TEACHER DO: Transition to students predicting what in each of the photographs could be used for in Sarah's home.

TEACHER SAY: Let's see if we can help our friend Sarah. Sarah mentioned three rooms in her house. Raise your hand if you remember what rooms Sarah mentioned.

Note to Teacher: You can also prompt students to turn back to the page Sarah Goes to Market to look for the words.

 **STUDENTS DO:** Raise hands and list bedroom, kitchen, and bathroom.

TEACHER SAY: Let's look at the first picture. What objects do you see that could help Sarah? Could Sarah use an object in the picture of the market in her kitchen, bedroom, or bathroom? What could she use it to do? First, discuss your ideas with your Shoulder Partner. Next, I will use Calling Sticks to choose someone to answer. If I call your name, look at the first picture. Tell me an object you see for sale that could help Sarah.

 **STUDENTS DO:** Discuss ideas with a partner, then respond if called on.

TEACHER DO: Repeat this process of using **Calling Sticks** to select a student to identify an item from a picture, then have students discuss where Sarah could use the item with a **Shoulder Partner**. Repeat the pattern multiple times for each picture if you have enough time.

TEACHER SAY: You have made such good observations about markets.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: This was the first day of our new chapter, "To Market." Thank you for working so hard. Let's have a student come up to lead us through our closing reflection today. I will pull a name from the Calling Sticks. That student will be our student leader.

TEACHER DO: Choose a student leader using the **Calling Sticks**. Prompt the student to ask the class "What is one thing you learned today?" Then choose two or three students to answer.

 **STUDENTS DO:** Leader asks, "What is one thing you learned today?" Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: Thank you for leading the class today. Now let's close class by turning to our Shoulder Partner. Tell your partner one thing they helped you learn today. Be sure to thank them for learning with you.

 **STUDENTS DO:** Turn to partners, share learning achievements, and express gratitude.

Lesson 2 Overview

LEARNING OUTCOMES

Students will:
- Identify objects and appliances in a home.
- Differentiate between a want and need.

KEY VOCABULARY

- Wants
- Needs
- Survival
- Welcome package

MATERIALS

- Chart paper or blackboard
- Markers or chalk
- Pencils
- Crayons
- Scissors
- Glue or tape
- Student book
- Magazines, newspapers, or catalogs with pictures of items for sale

PREPARATION

In this class, students will be creating a simple collage of three objects. The three objects will represent a “welcome package” someone is bringing a neighbor who just moved next door to them. Before this class, collect magazines, newspapers, or catalogs that have images of things for sale.



Discover (90 minutes)

Directions

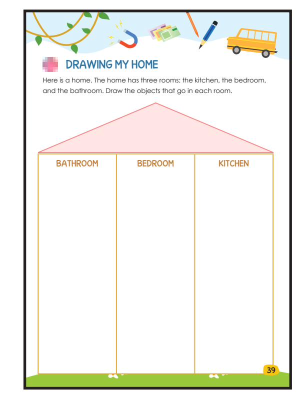
1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today’s lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we learned about Sarah’s new home and different kinds of markets. Let’s Popcorn to see how much of the story we can remember. Who would like to lead our Popcorn today?

 **STUDENTS DO:** Lead a review of Sarah’s story.

TEACHER DO: Begin the **Popcorn** activity with students. Assist students as needed by giving clues. Allow four or five students to share what they remember.

2. Note to Teacher: At the end of the previous lesson, students began to predict what goods might belong in three rooms of a house. In the next activity, students discover goods that can be found in a kitchen, bedroom, and bathroom by considering personal experience. Consider how to support students who may not have a traditional or consistent home by encouraging them to answer from previous experience or imagine a future home.


DRAWING MY HOME

Here is a home. The home has three rooms: the kitchen, the bedroom, and the bathroom. Draw the objects that go in each room.

BATHROOM	BEDROOM	KITCHEN

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TEACHER SAY: You remembered many things about Sarah. Sarah needs to get things for a new home. She must fill a kitchen, bedroom, and bathroom. Let’s help her. Let’s first think about our own homes. Turn to the page Drawing My Home in the student book.

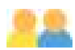
 **STUDENTS DO:** Find the correct page in the student book.

TEACHER SAY: I will read the directions. Follow along with me. Put your finger on the first word.

 **READ ALOUD: Here is a home. The home has three rooms: the kitchen, the bedroom, and the bathroom. Draw the objects that go in each room.**

TEACHER DO: Write “kitchen,” “bedroom,” and “bathroom” on the board.

TEACHER SAY: Let's begin with the kitchen. Before we draw, we will Brainstorm the different objects we see in kitchens. Close your eyes and imagine you are standing in your kitchen at home. Think quietly to yourself. What do you see?

 **STUDENTS DO:** Close eyes and imagine their kitchen at home.

TEACHER DO: Provide **Think Time** before giving the next instruction.

TEACHER SAY: Now, turn to your Shoulder Partner. What are three things you see when you stand in your kitchen?

 **STUDENTS DO:** Turn to partners and list three things.

Note to Teacher: If it is helpful, have students keep track of the number of items they list on their fingers as they share.

TEACHER SAY: Let's hear your ideas as a class. I will write your ideas on the board. Can I have a volunteer lead this discussion for us?

 **STUDENTS DO:** Raise hands to lead the discussion.

TEACHER DO: Choose a student who has not yet led the class. Guide the student leader to choose others who have not spoken. You may also have the student leader use **Calling Sticks**.

 **STUDENTS DO:** Raise hands and offer ideas. Student leader chooses students to answer.

TEACHER DO: Record students' answers under the word "kitchen." Spell the words aloud as you write them to support student literacy. Then guide students to spell and read each word together. Allow as many ideas as you find reasonable to support students' choices for completing the drawing activity. If students repeat an item, point to the word on the board, read it, and note that it is already there.

Note to Teacher: To extend the lesson, consider exploring the categories that items fit into, such as: furniture, things we eat, things we use to prepare food, and things we use to serve food. This extension can be an informal discussion rather than something you record.

TEACHER SAY: You have brainstormed a great list. Now, draw at least three of these items in the room that says "kitchen."

 **STUDENTS DO:** Draw the items found in a kitchen.

TEACHER DO: Walk around the class and assist students as needed. Ask students what objects they are drawing. As students complete pictures, they may want to color the pictures as well.

TEACHER SAY: The next room in our house is the bedroom. Before we draw, let's close our eyes to imagine a bedroom at home and Brainstorm what we see.

TEACHER DO: Repeat the process below for the bedroom and bathroom:

- Students close eyes to imagine the room.
- Students share three items with their **Shoulder Partner**.
- Ask a student to lead the class in sharing ideas while you record answers on the chart.
- Students choose at least three items to draw.

TEACHER SAY: You have done a great job discovering what belongs in the rooms of a house. This work is going to be very helpful for Sarah. Let's share what we drew. It is time to Shake It, Share It, High Five. I will count down from 5 while you walk around to find a partner. Are you ready? Make sure you have your student book in your hand. 5, 4, 3, 2, 1.

 **STUDENTS DO:** Walk around to find a partner in the classroom.

TEACHER SAY: Shake hands with the person nearest to you. Then show your house to your new partner. Point to each object in the rooms and name them.

STUDENTS DO: Shake hands then share homes with partners.

TEACHER SAY: **When you are finished sharing, give your partner a high five and find a new partner to share with.**

TEACHER DO: Facilitate **Shake It, Share It, High Five** for two or three rounds, then cue students to return to their seats using an **Attention Getting Signal**, a **Bell**, or another **Countdown**.

3. **TEACHER SAY:** **You have helped Sarah create a wonderful list of what she needs for her new home. Now, let's consider our lists of items. When we purchase goods for our homes, we can sort the goods into things that we NEED and things that we WANT. Let's discover more about those two words. Earlier in the year, we learned that a NEED is something that helps us survive.**

TEACHER DO: Write the word "need" on the board.

TEACHER SAY: **Repeat the word with me, "need."**



STUDENTS DO: Repeat, "need."

TEACHER SAY: **We know that humans need food, water, air, clothing, and shelter to survive. Let's discover where the things we NEED are found in our homes. Think about what you have in your kitchen at home. Where do we get food or water in our kitchens?**



STUDENTS DO: Offer ideas for where food and water are found in a kitchen.

TEACHER SAY: **Did you draw places to get food and water? If not, add to your drawing now. If you have already drawn that, help the person next to you.**



STUDENTS DO: Add water and food sources to drawings.

TEACHER SAY: **Humans have very few needs. We have very few things that we would not be able to survive without. Most of what we have in our homes are WANTS. Let's discover what WANTS we find in our homes.**

TEACHER DO: Write the word "want" on the board.

TEACHER SAY: **Repeat the word with me, "want."**



STUDENTS DO: Repeat, "want."

TEACHER SAY: **A WANT is something that is nice to have. It does not help us survive. Wants keep us comfortable and happy. My bed is something I want.**

I don't need a bed to rest. I could sleep on the floor. The bed keeps me comfortable and happy. Can you point to images in the picture of your house that are wants? Identify them to your Shoulder Partner.



STUDENTS DO: Point to and identify items drawn that could be categorized as wants.

TEACHER SAY: **Turn back to your Shoulder Partner. We are going to briefly Role Play a situation to help you remember the difference between what we NEED and what we WANT. Pretend you are talking to a younger sibling. He tells you he NEEDS a special treat tonight. Explain to your sibling (partner) if a special treat is a need or a want.**



STUDENTS DO: **Role Play** with partners explaining that a special treat is a want.

TEACHER SAY: **I heard most of you say that it is a WANT. Discuss between the two of you why a special treat is a want.**



STUDENTS DO: Work together to explain why a special treat is a want.

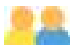
TEACHER DO: Walk around the classroom to listen to students' explanations. Focus on those students who have shown confusion earlier in the lesson.

4. TEACHER DO: Transition to students selecting three objects to make a "welcome package" collage.

Note to Teacher: It is suggested that images from magazines and newspapers are used in this activity. If none are available, consider showing digital images of items that students might want to add to their welcome package for Sarah. Have students draw those images or draw their own from the list already created by the class. The directions in the student book direct students to paste the cut out pictures on the page. If you choose to use digital images, modify the directions as you lead the next several steps.



TEACHER SAY: Great job identifying wants and needs in the rooms you drew. There are many people who move into new homes like Sarah. Next, we are going to create a welcome package for a new neighbor. A welcome package is a gift. The gift contains items that someone needs and wants. Let's turn to the page Welcome Package in our student book.

 **STUDENTS DO:** Find the correct page in the student book.

TEACHER SAY: I will read the directions. Put your finger on the first word and follow along as I read.

 **READ ALOUD: Make a welcome package with three items in it. Choose two needs. Choose one want. Cut out the items. Paste the items in the welcome package below.**

TEACHER SAY: I will give your table some images from magazines, newspapers, and catalogs. [Adjust the list as needed.] Think about what you would like to give to Sarah.

TEACHER DO: Hand out magazines, pictures, newspapers, and catalogs.

 **STUDENTS DO:** Begin to look for images they can add to the new neighbor's welcome package.

TEACHER SAY: First, let's choose two things our new neighbor will NEED. Turn to your Shoulder Partner to review. Explain what a need is.

 **STUDENTS DO:** Review the definition of a need with a **Shoulder Partner**. (Correct answers that can be put in a welcome package include water, food, and clothing.)

TEACHER SAY: Look through the pictures. Select two items you believe your new neighbor will need.

 **STUDENTS DO:** Find pictures of needs.

TEACHER SAY: Now that you have found pictures, show them to your Shoulder Partner. Do you agree the pictures are needs? Explain to each other why the items are needs.

 **STUDENTS DO:** Share items and reasoning with their **Shoulder Partner**.

TEACHER DO: Observe selections made by the students. If there are misconceptions, listen to students' reasoning and guide them to a better understanding. For example, clarify that simple clothing (not extravagant clothing) is all that is needed for survival to keep us warm.

TEACHER SAY: Now it is time to cut out the pictures of needs. Take time to cut out the pictures carefully. Glue them in your student book.

TEACHER DO: If needed, model for the class by selecting, cutting, and pasting one item of your own onto the page.

 **STUDENTS DO:** Work to select, cut out, and paste items into the book.

TEACHER DO: Walk around the room assisting students with scissors and glue as necessary. Ask questions like: What items did you select? Why did you select them?

TEACHER SAY: Now, let's choose one item that our new neighbor will want. Turn to your Shoulder Partner. Explain what a want is.

 **STUDENTS DO:** Review the definition of a want with their **Shoulder Partner**.

TEACHER SAY: **Look through the pictures. Select one item you believe your new neighbor will want. Share your thinking with your Shoulder Partner.**

 **STUDENTS DO:** Share items and reasoning with their **Shoulder Partner**.

TEACHER DO: Observe selections made by the students. If there are misconceptions, listen to students' reasoning and offer corrections or suggestions as needed.

TEACHER SAY: **Now it is time to cut out the picture of a want. Take time to cut out the picture carefully. Glue it in your student book.**

 **STUDENTS DO:** Select items and paste them in the student book.

TEACHER DO: Walk around the room assisting students with scissors and glue as necessary. Ask questions like: What item did you select? Why did you select the item? As students finish, ask them to continue to look through the pictures to identify other wants and needs with their **Shoulder Partner**.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

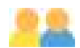
TEACHER SAY: **For our closing reflection today, I will pull a Calling Stick to choose our student leader. The student leader will help us discuss what we learned today.**

TEACHER DO: Choose a student using the **Calling Sticks**.

 **STUDENTS DO:** Leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: **Thank you for leading the closing today. Now, let's close class by turning to our Shoulder Partner. Tell your partner one thing they helped you learn today. Be sure to thank them for learning with you.**

 **STUDENTS DO:** Turn to partners, share learning achievements, and express gratitude.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Explain the product cycle of bread. • Use ordinal numbers to relate a series of events.	• Wants • Needs • Manufacture • Natural resources • Product cycle	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Student book • One small piece of bread for each group

PREPARATION
Find digital or print images of wheat and flour growing. If possible, bring in bread and cut loaves into small pieces for groups to share.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we learned about wants and needs. To start class, can someone lead us in a review?

 **STUDENTS DO:** Raise hands to lead review.

TEACHER DO: Choose a student to lead.

TEACHER SAY: (Leader's name), please choose someone to explain what is meant by a need.

 **STUDENTS DO:** Leader chooses a student to respond.

TEACHER DO: If the chosen student needs extra help to explain, ask the student leader to choose a student to help with the explanation. If necessary, ask another student to explain in a different way.

TEACHER SAY: Now (leader's name) will lead us as we Popcorn. Our question is: What are some needs we have?

 **STUDENTS DO:** Leader chooses someone to begin the **Popcorn**. Others raise hands to be chosen and share ideas. Students continue the **Popcorn**, listing things such as food, water, shelter, and clothing.

TEACHER DO: If students need assistance remembering something different from previous answers, assist by giving clues. End the **Popcorn** once students have verbalized food, water, clothing, and shelter.

TEACHER SAY: Now we will Popcorn some wants. First, Whisper in your hand the meaning of a want.

 STUDENTS DO: Whisper the meaning of a want.

TEACHER SAY: **Let's see how many times we can Popcorn wants. (Leader's name), would you please begin our Popcorn about wants?**

TEACHER DO: If students need assistance remembering something different from the previous comment, assist by giving clues.

2. TEACHER DO: Transition students to the topic of the day: the life cycle of products.

TEACHER SAY: **We have explored the different wants and needs of people. We have discovered that we can purchase wants and needs at markets. I wonder: How are the products made, and how do they get to the market? Let's discover where products come from. We will start with some common objects in our school.**

TEACHER DO: Point to objects in the room. Ask students to think about the objects. Where do they come from? What materials are they made of?

 STUDENTS DO: Make guesses about the objects.

3. TEACHER SAY: **You have many good ideas. Let's discover how a product is made. We will call this the life cycle of a product. Today, we are going to discover how bread is made.**

TEACHER DO: Write the phrase "life cycle of a product" on the board.

TEACHER SAY: **Repeat the words with me, "life cycle of a product."**

 STUDENTS DO: Repeat, "life cycle of a product."

TEACHER SAY: **Man-made products start out as different materials and are made into something new. Who remembers when we made a 3-D model of a garden earlier in the year? Can anyone remember some of the materials we used?**

 STUDENTS DO: Raise hands to share materials used in the garden improvement project.

TEACHER SAY: **Great job remembering. We used boxes and other recycled materials to make something new: a model of a garden. We cut and mixed materials to make our models. The life cycle of a product is similar. The material used to make a product is usually a natural resource.**

TEACHER DO: Beneath product cycle on the board, write "1) Gather natural resource." As you guide students through this activity, try to engage as many students as possible. You may wish to call on several students for each question.

TEACHER SAY: **Repeat the phrase with me, "natural resource."**

 STUDENTS DO: Repeat, "natural resource."

TEACHER SAY: **The first step in making a product is to gather the natural resources. You have learned about the term "natural" before. Who will explain for the class what the term "natural" means?**

 STUDENTS DO: Respond with explanation.

4. TEACHER SAY: **Our product today is bread. In order to discover the natural resource used to make bread, we need to know more about how bread is made. Has anyone helped a family member make bread?**

 STUDENTS DO: Respond that family has or has not made bread.

TEACHER DO: Choose a student whose family has made bread. If no one has made it, move to step 5, the discussion about ingredients in bread.

TEACHER SAY: **Can you share with us how bread is made?**

 **STUDENTS DO:** Listen as student explains what he or she knows about making bread.

TEACHER DO: Select any other student or students to share their experiences.

Note to Teacher: If you have brought bread for students to sample, this would be the best time to hand it out. Ask students to touch and make observations. Do not allow students to eat the bread since so many hands are touching it. What color is it? What does it smell like? What is its texture?

5. TEACHER SAY: It takes many steps to make bread. Let's discover the main ingredient in bread. Think about our friend's explanation. What do you think the main ingredient in bread is?

 **STUDENTS DO:** Guess the main ingredient. (Correct answer is flour.)

TEACHER DO: If students do not guess correctly, tell them that flour is the main ingredient in bread. Using a photo or digital image, show a picture of flour.

TEACHER SAY: The main ingredient in bread is flour. But where do you think flour comes from?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Share a photo or digital image of wheat.

TEACHER SAY: You remember that wheat is a plant. When we harvest wheat, it is ground into flour. Flour is one of the natural resources used for making bread.

 **STUDENTS DO:** Observe the picture displayed.

TEACHER SAY: The first step in making a product is to gather the natural resource. People pick wheat to make bread. Let's pretend to gather wheat.

TEACHER DO: Mimic bending over to pick material from a plant. Prompt students to follow along with you.

 **STUDENTS DO:** Pretend to gather wheat for bread.

TEACHER SAY: Now we know the first step in making bread. The first step is to gather the natural resource: wheat. The second step is to prepare the natural resource.

TEACHER DO: Beneath "gather natural resource" on the board, write "2) Prepare natural resource."

TEACHER SAY: The wheat we gather is not what we use to make bread. We grind the wheat into flour to prepare it for use. Let's pretend to grind wheat into flour.

TEACHER DO: Mimic grinding by turning a fist into an open hand. Prompt students to follow along with you.

 **STUDENTS DO:** Pretend to grind wheat to make flour.

TEACHER SAY: Let's repeat the first two steps of making bread with our motions. First, we gather the wheat. Second, we grind the wheat into flour.

 **STUDENTS DO:** Repeat steps and motions.

TEACHER SAY: Great. Now, our third step is to make the product. Repeat the phrase with me, "make product."

 **STUDENTS DO:** Repeat, "make product."

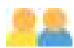
TEACHER DO: Write "3) Make product" under "prepare natural resource."

TEACHER SAY: **To make bread, we combine flour with other ingredients. We mix and fold all the ingredients. Mixing makes the dough. Once the dough is ready, we bake it. Let's pretend to mix and fold the dough, then put it in the oven. Who has an idea for a motion we can do to show mixing and folding?**

TEACHER DO: Call on a student to suggest a relevant motion.

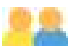
 **STUDENTS DO:** Suggest a motion for mixing and folding dough.

TEACHER DO: Mimic the suggested motion, inviting students to join. Next, ask for a suggestion on a motion to show putting the bread in an oven, and repeat this motion with students as well.

 **STUDENTS DO:** Practice motions for mixing and folding dough, then putting the dough in an oven.

TEACHER SAY: **Let's pretend our bread is baked. Who can predict the last step in the life cycle of bread?**

TEACHER DO: Use **Calling Sticks** to select students to answer until someone says, "Eat it."

 **STUDENTS DO:** Guess the last step.

TEACHER SAY: **That is right. The last step is to use the product. For bread, that means eat it. Let's pretend to smell our fresh loaf of bread, then take a big bite.**

TEACHER DO: Write "4) Use product" at the bottom of the list of steps. Mimic smelling the loaf, and taking a bite.

 **STUDENTS DO:** Pretend to smell, slice, and eat the bread.

TEACHER SAY: **Mmmmm… that is delicious. If we are baking bread at home, we get to enjoy it right away. What do you think happens if we are making bread for the market? We cannot take a bite if we want to sell it. What should we do?**

 **STUDENTS DO:** Give suggestions for how to send the bread to the market.

TEACHER DO: Next to "use product," write "sell product."

TEACHER SAY: **If our product is going to be sold at the market, we cannot eat it. Let's pretend to put the bread into a bag and send it to the market.**

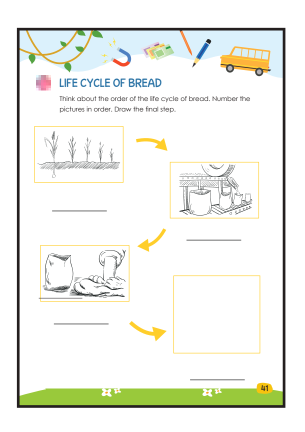
TEACHER DO: Mimic wrapping bread and wave good bye as bread goes to the market.

 **STUDENTS DO:** Wrap bread and wave good bye.

TEACHER SAY: **Let's put all four steps together. When we get to the last step, you can decide whether you want to eat your bread or wrap it to send it to the market. Ready?**

TEACHER DO: Narrate the four steps as you repeat all four motions.

 **STUDENTS DO:** Mimic the motions of making bread.



TEACHER SAY: **Now we know how bread gets to the market. Everything we buy in the market has its own life cycle. Let's capture what we know so that we will not forget it.**

6. TEACHER DO: Transition to the student book. Guide students to the page Life Cycle of Bread.

 **STUDENTS DO:** Find the correct page and get pencils out to write.

TEACHER SAY: **There are four main steps in the life cycle of bread. Do you remember the steps? Let's read the directions and complete the page. It will help us remember what we learned. Follow along with me as I read the directions.**

 READ ALOUD: **Think about the order of the life cycle of bread. Number the pictures in order. Draw the final step.**

 STUDENTS DO: Follow along as the teacher reads the directions.

TEACHER SAY: **Work independently to number the four stages and draw a picture for the final step. You can choose which of the final steps you want to draw. If you get stuck, think about our motions.**

 STUDENTS DO: Work independently to complete the page.

TEACHER DO: Walk around to make certain students are correctly numbering the steps in the student book. If students have questions, encourage them to ask a neighbor before they ask you. Provide enough time for students to finish numbering and drawing. If students are struggling with the independent task, you may choose to let them work in groups, or you may lead this as a whole class activity.

TEACHER SAY: **When you are finished, turn to your Shoulder Partner to share the order you chose. As we describe the steps, we are going to practice the words we have recently learned in math: first, second, third, and fourth. Start each sentence with one of these words. For example: First, we gather the wheat.**

 STUDENTS DO: Explain the life cycle of bread as illustrated in the student book to their **Shoulder Partner** using the ordinal numbers first through fourth.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead the routine at this point in the school year.

TEACHER SAY: **I will pull a name from the Calling Sticks. That student will be our student leader. The student leader will choose students to answer one question: Would you rather eat or sell your loaf of bread?**

TEACHER DO: Choose a student using the **Calling Sticks**.

 STUDENTS DO: Lead discussion, selecting students with hands raised or by **Calling Sticks** to answer.

TEACHER DO: Prompt the student leader to ask, "Why?" so students explain their answers.

TEACHER SAY: **Thank you for leading the class today. Now, let's close class by turning to our Shoulder Partner. Tell your partner one thing he or she helped you learn today. Be sure to thank your partner for learning with you.**

 STUDENTS DO: Turn to partners, share learning achievements, and express gratitude.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify sources of clean water. • Explain the importance of clean water. • List ways to keep water sources clean.	• Pollution • Pollutants • Observation	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Supplies for building (see preparation note) • One box or box lid (plastic or cardboard) for each group • Dirt, sand, or pebbles • Small pieces of paper and/or plastic • Pepper or other small seed • Watering can or bottle • Water

PREPARATION

Each group of students will need various materials to build a small town in a box. They will not decorate the buildings, so supplies can be very simple. Supplies could be blocks of wood, cartons, very small boxes, plastic and paper cups, or folded paper. Large- or medium-sized rocks could even be used. A small amount of dirt or sand will be added for soil. Pollutants will be added in the form of small pieces of paper and cut up plastic, pepper, or other ground seed. You may want to build a small model ahead of time, so students understand that the project should be very simple.
If you are unable to collect enough materials for the whole class to build models, adjust the lesson to become a demonstration where you invite students to direct and help you model a small town.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We have learned about wants and needs. We have learned about how one need–bread as food–is made. Can we remember the steps? Think quietly to yourself about how bread is made.

TEACHER DO: Provide **Think Time**.

TEACHER SAY: Who can lead us in acting out the process of making bread?

 **STUDENTS DO:** Raise hands to lead the motions.

TEACHER DO: Choose one student to lead the class.

 **STUDENTS DO:** Stand and follow the student leader in acting out the process of making bread.

TEACHER DO: Invite students to return to their seats or repeat the steps if students had difficulty remembering them.

2. TEACHER SAY: Today we will be learning more about another one of our needs. Let's try a riddle. See if you can guess which need I am describing. (Pause between each clue.)
It is important that we have this need every day.
Not all of this need is good for me.
If I am thirsty, this is the need my body wants.
What need is this?

 **STUDENTS DO:** Guess the need. (Correct response is water.)

TEACHER DO: Go over each of the clues again independently with the students. Guide students to think about what each clue means as it relates to water, emphasizing the second clue. Ask students what they think the second clue means now that they know the answer is water. This step provides a pre-assessment for what students know about water and helps students learn to use clues effectively.

 **STUDENTS DO:** Explain logic and better understand the use of clues.

TEACHER SAY: **Great job using my clues. Are you ready to learn more about water? We know water is one of our needs. It helps us survive. Let's think about how we use water every day. Use Think Time to remember how you used water yesterday.**

 **STUDENTS DO:** Think about how they used water the previous day. Students may think of drinking, adding to or preparing food, taking a bath, washing, brushing teeth, washing dishes, or other ideas.

TEACHER SAY: **Let's Hands Up, Pair Up to share our ideas today. It has been a while since we have used this strategy. Can I have four students demonstrate for the class?**

TEACHER DO: Choose four students to demonstrate. After they have demonstrated, begin the official count so the rest of the class can **Hands Up, Pair Up**. Remind students about how the strategy works if they are unsure.

 **STUDENTS DO:** Volunteer and demonstrate the strategy after the teacher counts to 3. Then follow the lead and **Hands Up, Pair Up**.

TEACHER SAY: **You have thought about ways you use water. Share at least two ways you use water. Be sure to take turns and name different uses than your partner.**

TEACHER DO: Walk around the classroom as students share, listening to answers and providing clues if students get stuck.

TEACHER SAY: **As I listen to your ideas, I hear many ways you use water. I wonder. Are all of the ways we use water actually filling needs? Share your ideas with your current partner.**

 **STUDENTS DO:** Share ideas.

TEACHER DO: Consider what the students are saying to each other. Listen to see if anyone has made the connection that water is only a NEED if we drink it (and perhaps bathe with it). If so, acknowledge their thinking by asking them to share their idea with the class. If needed, lead them to think about the difference between wants and needs.

TEACHER SAY: **I heard students say washing clothes, cooking, and swimming. Are these uses for water wants or needs?**

Note to Teacher: Your goal during this part of the lesson is to guide students to think logically about how we use water. Differentiating between wants and needs of water may be difficult, but it will help students with their critical thinking skills.

STUDENTS DO: Discuss whether these uses for water are needs or wants.

TEACHER DO: Walk around the classroom, listening to student responses.

Note to Teacher: As you hear students' ideas, allow them to share with classmates. Students should then think about the original idea and agree or disagree with them, giving their own reasoning behind their answers. Ultimately, students should understand that these uses are wants, not needs.

TEACHER SAY: **You had a good conversation. Let's find another partner. Thank your partner for working with you. Now, Hands Up, Pair Up. 1, 2, 3.**

 **STUDENTS DO:** Find a new partner.

TEACHER SAY: **Earlier in the year, we learned how to take care of ourselves. We use water to wash. We also use water to brush our teeth. We use water to stay healthy. I wonder… Can we use any water, from anywhere, to brush our teeth? Use Think Time and then share with your new partner.**

 **STUDENTS DO:** Share ideas.

TEACHER DO: If students do not think about using clean water, guide them by asking questions such as: Can I use water from the river? What about water from a muddy puddle?

TEACHER SAY: **Let's return to our seats. We have just shared that not all water is clean. What do you think? Should drinking water be clean?**

 **STUDENTS DO:** Likely respond, "yes."

TEACHER SAY: **How do we know if our water is clean?**

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: **We trust that water from our faucet is clean. We can drink purified water. We can drink bottled water. Can we drink water from anywhere?**

 **STUDENTS DO:** Likely respond, "no."

TEACHER SAY: **That is right. It is important that we drink clean water. Close your eyes and imagine a river. Does the water look clean? Sometimes the water looks clean, but it is not clean. Let's investigate what may make water in our town unclean. We are going to build a small model of our town in a box. Then, we will add water to our town and see what happens. Think to yourself: Do you think the water in the town will be clean?**

 **STUDENTS DO:** Think about the question but do not discuss at this time.

TEACHER SAY: **We will need our student books to help us remember what we will discover in our investigation. Please take out your student books. We will find the page after we set up our small town.**

 **STUDENTS DO:** Take out student books and wait for directions.

3. TEACHER DO: Transition to building a model of a small town in a box.

Note to Teacher: If the activity will be a teacher demonstration instead of students working in small groups, adjust the lesson below to invite students to collaborate as you build. If students will be building in small groups, students will need to move things out of their area, especially since water will be used. Distribute supplies that students can use to build a small city in a box. Use cartons, cups, cardboard, pieces of wood, rocks, or toy buildings to represent houses and buildings in a neighborhood. The goal is for students to imagine the objects in the box as buildings within a small town.

TEACHER SAY: **Each table will make a small town in the box. You will make buildings for the small town. Use the supplies I have handed out to each table. Remember to work as a team to make your model of a small town.**

 **STUDENTS DO:** Work together as a team to build a model of a small town in a box.

TEACHER DO: Walk around the classroom giving assistance as needed. Consider taping buildings to the bottom of the box. Prepare to add sand, dirt, or small pebbles to the bottom of each box.

TEACHER SAY: **Now that you have buildings in your town, let's add some dirt/sand/small pebbles. What does this represent? Tell your Shoulder Partner what you think.**

 **STUDENTS DO:** Identify the dirt, sand, or pebbles as the ground or soil around them.

TEACHER DO: As students are discussing, pour a small amount of the dirt, sand, or small pebbles in the bottom of each group's box.

TEACHER SAY: As I add to your box, carefully spread it around your small town.

 **STUDENTS DO:** Spread material to cover the bottom of the box.

TEACHER DO: It is not necessary for the bottom of the box to be fully covered. Prepare the next things that you will give to the students: small pieces of paper and plastic.

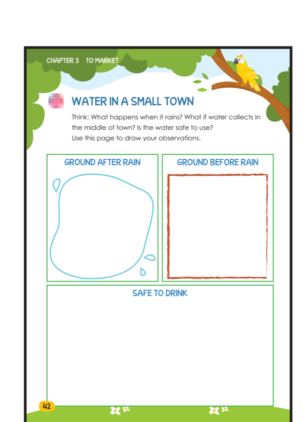
TEACHER SAY: When you walk around town on the sidewalk, do you ever see paper, plastic, or items that people threw on the ground instead of throwing them in a trash can? This is called litter. The next thing we are going to add to your towns will represent litter. Can I have three volunteers to help me?

 **STUDENTS DO:** Volunteer to help.

TEACHER DO: Select three responsible students who will portion out small amounts of paper and plastic in each group's box. One student will sprinkle paper, one will sprinkle plastic, and the third student will sprinkle seed or pepper. Tell students they will sprinkle a small amount (show them how much) in each box.

TEACHER SAY: These students will sprinkle some pieces in your box. These pieces represent litter.

 **STUDENTS DO:** Observe the additions to the box, spreading them around if needed.



TEACHER SAY: Now it is time to take out your student book. Turn to the page Water in a Small Town. Let's read the directions first. Remember to follow along as I read.

 **READ ALOUD: Think: What happens when it rains? What if water collects in the middle of town? Is the water safe to use? Use this page to draw your observations.**

TEACHER SAY: Let's read the directions one more time. It is important to remember why we are building our town. Who will lead us in reading the directions?

 **STUDENTS DO:** Raise hands to volunteer to read.

TEACHER DO: Choose a student to guide the class in rereading the directions.

 **STUDENTS DO:** Follow along as the student leader guides them in reading the directions.

TEACHER SAY: Let's keep our question in mind: What happens when water collects in town? The box on the right says, "Ground Before Rain." Use your observation skills. When you look down on your town, what do you see on the ground? Draw a picture of the ground in your town. Use your crayons to help.

 **STUDENTS DO:** Draw the ground of the model they have created.

TEACHER DO: Walk around the room, observing students' work. Ask them to be as accurate as they can in their drawings.

TEACHER SAY: As I walk around, I see that the ground is very dirty because there is a lot of litter. Now, let's see what happens when we add water. The water will represent rain. What do you think will happen when rain water is added to our town? Talk with your group.

 **STUDENTS DO:** Share predictions.

TEACHER DO: Walk around and add water to each town. Be sure to sprinkle or pour it over all sections so the debris begins to float in the water. Students need to be able to see water that collects.

TEACHER SAY: I am walking around adding water to each of your towns. Please do not touch the water, just observe what happens. What happens to the water? Talk with your group.

 **STUDENTS DO:** Observe what happens when water is added. Discuss within the group.

TEACHER DO: Use **Calling Sticks** to ask students to share ideas with the class.

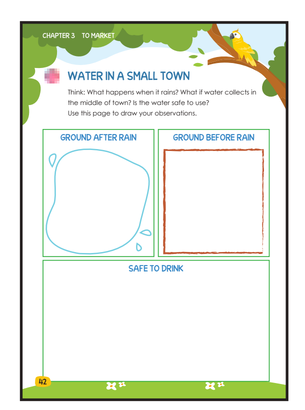
 **STUDENTS DO:** Share ideas with the whole group.

TEACHER DO: If possible, allow students to take a **Gallery Walk** around the room. Students should look at others' towns, focusing on the water and what is happening to the water. Remind students not to touch others' towns.

TEACHER SAY: Is the water still clean? Why or why not?

TEACHER DO: Select students to respond.

 **STUDENTS DO:** Share observations. Students should know at this point that the water is no longer clean because other things have been added to it.



TEACHER SAY: Water that collects in our streets and runs off into other water sources is not clean. It is not safe for us to drink. Let's return to our student books. We will draw our observations on the page Water in a Small Town. In the column on the left, it says, "Ground After Rain." Draw a picture of the water in your town.

 **STUDENTS DO:** Draw observations.

Note to Teacher: You can extend this activity if you choose by pouring the water from each small town into a cup. They should see that the water is now dirty.

TEACHER SAY: We all know we should not drink dirty water. Where are two places we can find clean water?

 **STUDENTS DO:** Offer ideas. Responses should be faucet, purified water, or bottled water, depending upon their area.

TEACHER SAY: On the bottom of the page, it says, "Safe to Drink." Draw two ways to get clean water to drink.

 **STUDENTS DO:** Complete the page in the student book.

TEACHER DO: As students finish the page in the student book, ask them, one group at a time, to collect the boxes, throw away or put away the objects, and pour out the water. At this point in the school year, students can take the responsibility for cleaning up their area.

4. TEACHER SAY: We know water is a need. We know we need clean water to drink. We know that water in our towns can get dirty. How can we keep our water clean?

 **STUDENTS DO:** Give examples, such as throwing away trash and cleaning up outside.

TEACHER DO: List student ideas on the board.

TEACHER SAY: You all made good observations today. You worked like scientists. Scientists use models to understand how the world works. Your models helped us understand water in our community.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I will pull a name from the Calling Sticks. That student will be our student leader. The student leader will help us discuss what we learned today.

TEACHER DO: Choose a student using the **Calling Sticks**.

 **STUDENTS DO:** Leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: **Thank you for leading the class today. Now, let's close class by turning to our Shoulder Partner. Tell your partner one thing they helped you learn today. Be sure to thank your partner for learning with you.**

 **STUDENTS DO:** Turn to partners, share learning achievements, and express gratitude.

Lesson 5 Overview

LEARNING OUTCOMES

Students will:
- Identify the different types of shops and the goods they sell.
- Sing a theme-related song and play instruments.

KEY VOCABULARY

- Market
- Spices
- Goods

MATERIALS

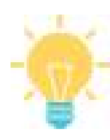
- Chart paper or blackboard
- Markers or chalk
- Pencils
- Crayons

PREPARATION

Prepare a chart that has the words for today's song:

Let's go to the market today.
Let's go to the market today.
We want to buy __________.
Let's go to the __________ today.

(Optional) Compile photographs of local shops that sell shoes, clothing, food, and spices. It would be helpful if the shops are ones that the students are familiar with in their local community.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: In the last lesson, we did an investigation that helped us think about the water we see in our town. Close your eyes and imagine the town we built.



STUDENTS DO: Close eyes and imagine the model town.

TEACHER SAY: Can you imagine the town? Open your eyes. Let's Popcorn to share what you remember about our last lesson. Who would like to begin our Popcorn?

TEACHER DO: Choose a student to begin. After the idea has been shared, another student will be chosen, and the process will continue.



STUDENTS DO: Share something they learned, then **Popcorn**.

TEACHER DO: Continue process with students leading the discussion. Assist students as needed by giving clues.

TEACHER SAY: Great job remembering what we learned in our investigation. Now let's remember our conversations from other lessons. We have been talking about wants and needs. We have been discovering where we can get products we want and need. Who remembers Sarah, our new neighbor? Who can remind us what we are helping Sarah do?

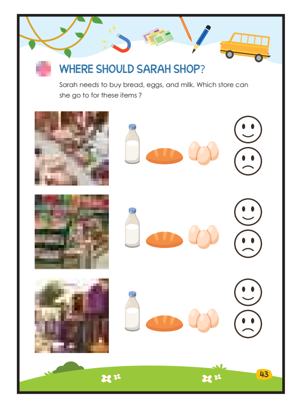


STUDENTS DO: Remind each other that they are helping Sarah get things she needs and wants for her new house.

2. TEACHER SAY: That is right. We are helping Sarah shop for things she wants and needs. Let's turn back to what we drew in student books on page Drawing My Home. Do you think we

can go to one store or market to buy all of these things? Share your answer with your Shoulder Partner.

 STUDENTS DO: Share answers with **Shoulder Partner**.



TEACHER SAY: **We can buy many things at markets. Many times, there are different stores for different things. We use a list to find the things we want and need. We must know where to go to find the items on our list. Turn a couple pages forward in your student book to page Where Should Sarah Shop? Pick one crayon you want to use.**

 STUDENTS DO: Find the correct page and choose a crayon.

TEACHER SAY: **We need to help Sarah find the right stores for items on her shopping list.**

 READ ALOUD: **Sarah needs to buy bread, eggs, and milk. Which store can she go to for these items?**

TEACHER SAY: **Let's look at the first store. What do you observe in this picture? Turn to your Shoulder Partner to answer.**

 STUDENTS DO: Turn to their **Shoulder Partner** and describe the picture.

TEACHER SAY: **Raise your hand if you would like to tell the class what you observe in this picture.**

 STUDENTS DO: Raise hands and share what they see.

TEACHER DO: Have several students share their observations about the picture.

TEACHER SAY: **Sarah's list has bread, eggs, and milk on it. Would this be a good shop for her to visit? Show me Thumbs Up if you think Sarah will find what she needs there. If I cannot find bread, eggs, and milk there, show me thumbs down.**

 STUDENTS DO: Show a thumbs down.

TEACHER SAY: **That is correct. This store will not sell food. Color in the frowning face next to this store. What could Sarah buy at this store instead of food?**

TEACHER DO: Repeat the process with the next two pictures on the page. For the second and third store examples, push students to provide rationale for their "thumbs up" or "thumbs down." (Do not provide the reasoning for them.)

Note to Teacher: To extend understanding, show students photographs of familiar stores such as shoe stores, spice stores, and a food market. Ask students to decide if they can buy items you name (such as trousers, paprika, or a chair) or ask students to name items that can be bought at each.

TEACHER SAY: **Let's look again at the third picture on the page. This time, we will make a list of four things we can buy at this shop. We know that Sarah can buy bread, eggs, and apples here. Who has an idea about what else we can buy at this shop?**

 STUDENTS DO: Raise hands to answer.

TEACHER DO: Call on four students and write the suggested items on the board or on a chart paper.

TEACHER SAY: **We have four items on our list. Can you help me read the list? We will say the words together.**

TEACHER DO: Point to the words as you say them aloud with the students.

 STUDENTS DO: Read the items on the list along with the teacher.

TEACHER SAY: **Good. We have a list of items sold at this shop. Now we will list two things that**

we cannot find here. Who can raise a hand to tell us something that is NOT sold at this shop?

 STUDENTS DO: Raise hands and share an answer if called on.

TEACHER DO: Call on two students and write the suggested items on the board or chart paper with an X next to them. If you have time, repeat the conversation and list-creation with a picture of a clothing store to reinforce the concept of what can be bought at various stores.

TEACHER SAY: **We have looked at shops that sell different things. It is important to know where to buy items. Understanding where to buy the things you need is helpful for your family. Let's learn a song that will help us remember where to shop.**

3. TEACHER DO: Display the chart with the words to the song.
Let's go to the market today.
Let's go to the market today.
We want to buy _________.
We are going to the _________ today.

TEACHER SAY: **I will sing the first two lines of the song and you will repeat after me. (sing) Let's go to the market today. Let's go to the market today.**

TEACHER DO: Point to the words as you sing them and again as the children sing.

 STUDENTS DO: Sing, "Let's go to the market today," twice.

TEACHER SAY: **The third line has a missing word. We are going to add a word to tell what we are going to buy. This time, let's fill in the word "shoes." I will put in a picture of shoes to help us remember.**

TEACHER DO: Put a picture of shoes on the chart in the blank space after, "We need to buy."

TEACHER SAY: **Sing after me. (sing) We want to buy shoes.**

TEACHER DO: Point to the words as you sing them and again as the children sing.

 STUDENTS DO: Sing, "We want to buy shoes."

TEACHER SAY: **The last line also has a missing word. We are going to add the place where we buy shoes. Whisper in your hand. Where do we buy shoes?**

 STUDENTS DO: **Whisper**, "shoe store" into their hands.

TEACHER SAY: **That is right. We will say "shoe store" on the last line. Sing after me. (sing) We are going to the shoe store today.**

TEACHER DO: Point to the words as you sing them and again as the children sing.

 STUDENTS DO: Sing, "We are going to the shoe store today."

TEACHER SAY: **This time, let's sing the whole song together. I will point to the words while we sing.**
(sing) Let's go to the market today.
Let's go to the market today.
We want to buy shoes.
We are going to the shoe store today.

TEACHER DO: Point to the words as you and the children sing together.

 STUDENTS DO: Sing with the teacher.

TEACHER DO: You may want to sing the song again with a new item if the students need more practice. At this point, they should know the song well enough to sing it without your help.

TEACHER SAY: **Now that we have practiced the song, we are going to add some instruments. Instruments will help make our song livelier.**

TEACHER DO: Distribute musical instruments. If there is not enough for every student, allow them to take turns. If you do not have musical instruments in the classroom, you may have students use the table tops as drums or clap their hands to add sound. Give the students some time to practice with the instruments. Arrange students in groups of 8 to 10 so that they can play and sing together.

TEACHER SAY: **Play your instrument and sing with your group. Decide as a group what you want to buy and which store you will visit.**

 **STUDENTS DO:** Play instruments and sing the song.

TEACHER DO: Walk around and assist students as needed. They may need help taking turns with the instruments or deciding how to play them with the song.

4. TEACHER DO: When the groups have had enough time to practice, ask them to stop playing. If time allows, have each group perform their song while the rest of the class listens. All students can sing along if the group shares the item and store before playing.

TEACHER SAY: **Now we will listen to the music each group has created. We can all sing together, but only one group at a time will play their instruments.**

TEACHER DO: Invite each group to come up to the front of the classroom, share the item and store they chose, and play their song while everyone sings.

 **STUDENTS DO:** One group will play instruments while everyone sings.

TEACHER DO: Repeat until all of the groups have shared their music.

TEACHER SAY: **What wonderful musicians you all are. Thank you for playing for us.**

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **I will pull a name from the Calling Sticks. That student will be our student leader. The student leader will help us discuss what we learned today.**

TEACHER DO: Choose a student using the **Calling Sticks**.

 **STUDENTS DO:** The selected leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: **Thank you for leading the class today. Now let's close class by turning to our Shoulder Partner. Tell your partner one thing they helped you learn today. Be sure to thank your partner for learning with you.**

 **STUDENTS DO:** Turn to partners, share learning achievements, and express gratitude.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • List objects to purchase at the market. • Make decisions about what to purchase • Compare prices and seek to save money.	• Market • Shopping list	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Teacher's shopping list

PREPARATION

Create a shopping list that you might use. Make sure it includes both wants and needs. This list will be shared with the class, so it does not need to be extensive. Optional: Create pretend paper money for students to use. Each note should be worth 1 unit. Each child will need 10 pretend notes. The notes can be small, six to eight to a page. (This will be used in Lesson 7, but is optional for Lesson 6).



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's Popcorn to share what you remember about our last lesson. Who would like to begin our Popcorn?

TEACHER DO: Choose a student to begin. After the idea has been shared, another student will be chosen, and the process will continue.

 **STUDENTS DO:** One student shares something learned.

TEACHER DO: Process continues with students leading the discussion. Assist students as needed by giving clues.

2. TEACHER SAY: We learned about what we can buy at different stores. Today we are going on an imaginary trip to the market. We will think about what to buy at the market. Sometimes we buy things we need. Sometimes we buy things we want. Close your eyes. Imagine you are at the market with your family.

 **STUDENTS DO:** Close eyes and imagine being at the market.

TEACHER SAY: Can you imagine the market? Continue to keep your eyes closed. Continue imagining yourself at the market. Think about all of the different things you see at the market. If you can name two things you see at the market, show me Thumbs Up.

 **STUDENTS DO:** Show **Thumbs Up**.

TEACHER DO: Look around at the students. If a student does not show **Thumbs Up**, walk over to the student and offer an idea or give clues to help the student think of something sold at the market.

TEACHER SAY: **Please open your eyes now. Remember the two things you can see at the market. Please stand and find a partner. You and your partner will Shake It, Share It, High Five. Shake hands with your partner.**

 STUDENTS DO: Shake hands.

TEACHER SAY: **Each of you tell your partner an item you can see at a market. Remember to take turns and listen closely to each other's ideas.**

 STUDENTS DO: Share ideas.

TEACHER DO: Allow time for both students to share items before you continue.

TEACHER SAY: **You have shared your items. Now give your partner a gentle high five.**

 STUDENTS DO: Give partner a gentle high five.

TEACHER SAY: **Good work, students. You will now find a new partner. Walk to a different area in the classroom to find a new partner. I will count down to one. When I get to one, you should be with a new partner. Everyone ready? 5, 4, 3, 2, 1.**

TEACHER DO: Count slowly to give students an opportunity to find a partner in another area of the room.

TEACHER SAY: **Shake It, Share It, High Five again with your new partner.**

TEACHER DO: Facilitate two more rounds of **Shake It, Share It, High Five** so that students hear more items that classmates have listed.

 STUDENTS DO: Participate in two more rounds of **Shake It, Share It, High Five**.

TEACHER SAY: **Well done everyone. Thank you for sharing what you can see at the market.**

3. TEACHER SAY: **Families often make a list of things they will buy at the market. A list helps the family remember all of the things they are going to buy. The list helps us remember. Here is a list I made for the market.**

TEACHER DO: Share the list of items that you brought in.

TEACHER SAY: **Why do you think I chose these items? Are they needs or wants?**

 STUDENTS DO: Respond with ideas.

TEACHER SAY: **Let's make a list of things we can buy at the market. I will use Calling Sticks to choose a student leader. The leader will call on students to answer, and I will write your responses for everyone to see.**

TEACHER DO: Use **Calling Sticks** to choose the student leader. Write student responses on the board or chart paper. Repeat this process five or six times to create a short list of items to buy at the market.

 STUDENTS DO: Share an item that can be purchased at the market.

TEACHER SAY: **Good work, students. We have a list of things to buy at the market. This will help us remember what to buy. We have been talking about needs and wants. Remember that a need is something that we cannot survive without. Food is a need. Clothing is a need. What items on our list are needs? Raise your hand if you see a need on our list.**

TEACHER DO: If possible, mark the needs with a specific color. If there are no needs on the list, you can add one at this point.

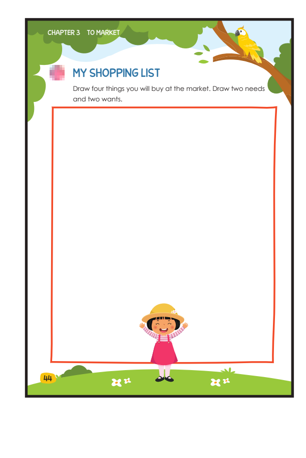
 STUDENTS DO: Name items from the list that are needs.

TEACHER SAY: A want is something that is nice to have but it is not necessary. A toy is an example of a want. A piece of candy is an example of a want. What items on our list are wants? Raise your hand if you see a want on our list.

TEACHER DO: If possible, mark the wants with a second color. If there are no wants on the list, you can add one at this point.

 STUDENTS DO: Name items from the list that are wants.

TEACHER DO: At this point, you can review math concepts by counting and comparing the number of needs on the list and the number of wants.



4. TEACHER SAY: Turn to page My Shopping List in your student book.

 STUDENTS DO: Turn to page My Shopping List.

 **READ ALOUD: Draw four things you will buy at the market. Draw two needs and two wants.**

TEACHER SAY: Now it is your turn to make a shopping list. Choose what will be on your shopping list, and draw pictures of the items. Use colors to add detail to your pictures.

Note to Teacher: Students may need a suggested topic in order to think of four items. Consider providing a category or context such as a list of what to buy for dinner or for a new school year.

 STUDENTS DO: Draw four items.

TEACHER DO: If students are able to write the words, encourage them to add words to the list. Allow time for students to draw their items. During this time, walk around the room and check in with students who may need more help understanding needs and wants. Ask students to tell you if their drawings represent needs or wants.

TEACHER SAY: Thank you for putting so much effort into your drawings. Share your work with a Shoulder Partner. Have your shoulder partner identify which two items are needs and which two are wants.

 STUDENTS DO: Share student book pages with a partner, identifying needs and wants.

5. TEACHER SAY: We know that some things on our list are sold at different shops. Sometimes, we can also find similar items at the same store. Often, the items cost different amounts. We have been learning about money in math. Let's practice what we have learned. Turn to the page Going Shopping in your student books.

 STUDENTS DO: Find the correct page.

TEACHER SAY: On this page you see sets of two similar items. Each item has a price tag.

 **READ ALOUD: Circle the item with the lower price.**

TEACHER SAY: Let's do the first one together.

TEACHER DO: Use **Calling Sticks** to choose two students to read the price tags on the two shirts in the first row.

 STUDENTS DO: Read the price tags on the two shirts.

TEACHER SAY: One shirt is 10 LE, and the other is 7 LE. Think quietly, then Whisper into your hand the answer. Which shirt costs less?

 STUDENTS DO: Think independently to compare the prices, using strategies taught in math, then **Whisper** the answer (striped) into their hands.

TEACHER SAY: Who can share with us your answer and how you know?

 **STUDENTS DO:** Raise hands to share answers and reasoning.

TEACHER SAY: That is right, the striped shirt costs less. We know this because we know that 7 is less than 10. Now, turn to your Shoulder Partner. Which shirt do you think you should buy? Why?

 **STUDENTS DO:** Share ideas and reasoning with **Shoulder Partner**.

TEACHER DO: Call on two or three students to share answers and reasoning with the class.

 **STUDENTS DO:** Share ideas and reasoning with class.

TEACHER SAY: Some of you said you should buy the striped shirt because it costs less. Let's find out how much less. We have been learning subtraction in math. Let's practice it now. Can someone explain how we can use subtraction to answer: How much less?

 **STUDENTS DO:** Explain how to subtract the smaller number from the larger number to answer: How much less?

TEACHER DO: Choose a student to explain how to apply subtraction. As the student explains, draw the subtraction problem on the board using rectangles to represent 1 LE notes.

 **STUDENTS DO:** Find the answer of 3 using math strategies.

Note to Teacher: If possible, consider distributing 20 pretend paper 1 LE notes per student pair. In addition to using mental math strategies, students can use the 1 LE notes as manipulatives to compare the prices.

TEACHER DO: Use the same process and dialogue to compare the two kites, then encourage students to try comparing the watermelons independently.

 **STUDENTS DO:** Complete the student page by comparing prices, circling the lower price and subtracting to find how much less.

TEACHER SAY: You are good at finding the difference between prices. If you look for the price that is smaller at the market, you will spend less money. Good shopping, class.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I will pull a name from the Calling Sticks. That student will be our student leader. The student leader will help us discuss what we learned today. The leader will ask: What math skills did we use in this lesson?

TEACHER DO: Choose a student using the **Calling Sticks**.

 **STUDENTS DO:** The selected leader leads the discussion, asking what math skills were used. Other students raise hands to share ideas.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Select objects to purchase for school. • Make decisions with a budget in mind. • Use addition and subtraction to determine money amounts. • Practice exchanging money for goods.	• Budget	• Chart paper or blackboard • Markers or chalk • Pencils • Pretend money, ten 1 LE notes for each student or pair

PREPARATION
Create pretend paper money for students to use. Each note should be worth 1 unit. Each child will need 10 pretend notes. The notes can be small, six to eight to a page.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's Popcorn to share what you remember about our last lesson. Who would like to begin our Popcorn?

TEACHER DO: Choose a student to begin. After an idea has been shared, another student will be chosen, and the process will continue.

 **STUDENTS DO: Popcorn** to review the previous lesson.

TEACHER DO: Assist students as needed by giving clues.

2. TEACHER SAY: We have been learning so much about shopping. Today we are going to pretend that it is a week before school starts. We are going to shop for school supplies. You will make a pretend list of items you need or want in the classroom. You will have a budget. Has anyone ever heard the word "budget?"

 **STUDENTS DO:** Share understanding of a budget.

TEACHER DO: Call on multiple students to guess what "budget" means.

TEACHER SAY: A budget means a plan for how you will spend the money you have. Why do you think a budget is important? Take some Think Time, then share your idea with your Shoulder Partner.

 **STUDENTS DO:** Think independently, then share ideas with **Shoulder Partner**.

TEACHER SAY: Using a budget is important. It helps us know that we have enough money for everything on our list. Today, you will be given 10 pretend pounds. Can everyone show me 10 on your hands?

 **STUDENTS DO:** Show 10 fingers.

TEACHER SAY: Today you will make a budget. You will decide how to spend 10 LE. Before we start, let's Brainstorm what we might need for school. Raise your hand if you have an idea of something to buy. Let's choose a student leader to help by calling on students.

TEACHER DO: Call on a student to lead the discussion.

 **STUDENTS DO:** Raise hands to share ideas.

TEACHER DO: Write suggested items on the board in a long list.

TEACHER SAY: There are many things we need and want to help us learn. Let's think about a budget. Our pretend budget is 10 LE. We have 10 LE. Can we buy goods that cost a total of 15 LE with 10 LE? Show me Thumbs Up if you think the answer is yes.

 **STUDENTS DO:** Show **Thumbs Up** if they think yes. (The answer is no.)

3. TEACHER SAY: That is right. We only have 10 LE. We cannot spend more than 10 LE. I wonder how many things we can buy for 10 LE. Turn to page Using a Budget (Part 1).

 **STUDENTS DO:** Find the correct page in the student book.

TEACHER SAY: There are many things on this page that we might use in class. Talk to your Shoulder Partner. What items do you see? How much will they cost?

 **STUDENTS DO:** Talk with **Shoulder Partner** to identify items and cost.

TEACHER DO: Walk around and listen to discussions. Allow time for students to explore. As students discuss, hand out ten 1 LE notes to every student or pair of students. Adjust the lesson below to accommodate independent or partner work as needed.

TEACHER SAY: Let's read the directions for this page. Follow along as I read.

 **READ ALOUD: Look at the pictures. Look at the price for each. What can you buy for 10 pounds?**

 **STUDENTS DO:** Follow along as teacher reads.

TEACHER SAY: There are many things here to buy. Let's use our pretend money to plan what to buy. First, let's count our money to make sure we have 10 LE. Show me a Thumbs Up if you count 10 LE.

 **STUDENTS DO:** Count money and show **Thumbs Up** if the total is 10.

TEACHER SAY: Each of you has 10 LE to spend. Let's practice a budget together before you make one with a Shoulder Partner. Can someone suggest the first item we should buy?

 **STUDENTS DO:** Raise hands to suggest an item.

TEACHER DO: Repeat the item name and ask students to point to it. Ask another student how much that item costs. Glue is used below as an example.

TEACHER SAY: Okay, let's buy some glue. Show me on your fingers how much glue costs.

 **STUDENTS DO:** Hold up three fingers.

TEACHER SAY: Glue costs 3 LE. Count three of your pounds and lay them on the table.

 **STUDENTS DO:** Place three 1 LE notes on the table.

TEACHER DO: Observe students counting, using one-to-one correspondence.

TEACHER SAY: Put that money to the side. That is the money we have spent. Now, count the pounds that are left in your hand. How many do you have left? Work together to make certain you are correct.

 **STUDENTS DO:** Count the remaining pounds (seven) and check the answer with a partner.

TEACHER SAY: I really like the pencil box. Do you have enough money to buy it next?

 **STUDENTS DO:** Say, "no."

TEACHER SAY: Okay, what else can we buy?

TEACHER DO: Repeat the steps of having students choose an item to buy (that is less than or equal to the remainder of their money), then count money and put it aside until they have spent all 10 LE. Record the items purchased and costs on the board to model creating a budget.

Note to Teacher: Be sure to emphasize that there are several combinations that will result in a correct answer (spending 10 LE or less). Often, students falsely believe that in mathematics there is only one right answer. This activity and the one that follows provide a great opportunity to point out multiple solutions and validate different types of thinking.

TEACHER SAY: Now you can work with your Shoulder Partner to create another budget for spending your 10 LE.

 **STUDENTS DO:** Work with **Shoulder Partner** to spend 10 LE.

TEACHER DO: Walk around the room as students work, providing help as needed.



4. TEACHER SAY: Your math skills show that you are learning to add and subtract. You are being good thinkers. Pause now and look at the next page Using a Budget (Part 2).

 **READ ALOUD: Use the pictures from the previous page. What can you buy for 10 LE? Make as many ways as you can to spend 10 LE.**

 **STUDENTS DO:** Follow along as teacher reads.

TEACHER SAY: Would someone please explain in your own words what we are supposed to do on this page?

TEACHER DO: Choose a student or two to explain.

 **STUDENTS DO:** Explain and listen to each other.

TEACHER SAY: This sounds like fun. Imagine you are spending 10 LE. Find as many ways as you can to spend 10 units. Be sure to use your money to count. Write what you buy along the way, so you don't forget. In each box, write what you buy for 10 LE. You can draw pictures or write words.

 **STUDENTS DO:** Create multiple budgets for how to spend 10 LE. Work together to check each other's work.

TEACHER DO: Walk around the class as students work to create a budget and spend money. Guide as needed. If students finish all three boxes on the page, encourage them to come up with other combinations or help other students.

TEACHER SAY: That was a lot of work. It was very good practice for Market Day. You will be able to buy items from your friends. Let's make sure the pretend money is put away. We will need it for Market Day. It is time to clean our area.

 **STUDENTS DO:** Clean up the area.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I will pull a name from the Calling Sticks. That student will be our student leader. The student leader will help us discuss what we learned today.

TEACHER DO: Choose a student using the **Calling Sticks**.



STUDENTS DO: The selected leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: Thank you for leading the class today. Now let's close class by turning to our Shoulder Partner. Tell your partner one thing they helped you learn today. Be sure to thank them for learning with you.



STUDENTS DO: Turn to partners, share learning achievements, and express gratitude.

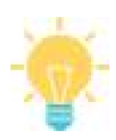
Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Review and use different currency amounts of Egyptian pounds. • Practice exchanging money for goods. • Make decisions with a budget in mind. • Use addition and subtraction to determine money amounts.	• Egyptian pound • Customer • Vendor • Goods	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Pretend money sets, including five 1 LE notes, two 5 LE notes, and one 10 LE note for each student or pair

PREPARATION

Determine in advance how to proceed with Market Day. How many students will be in a group? Where will the market be held? What supplies will the students use to represent their items for sale? Will students be able to paint or draw signs?

At the end of today's lesson, you will give students guidelines for Market Day. Have in mind the supplies available.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's Popcorn to share what you remember about our last lesson. Who would like to begin our Popcorn?

TEACHER DO: Choose a student to begin. After the idea has been shared, another student will be chosen, and the process will continue.

 **STUDENTS DO:** Share something learned, then **Popcorn**.

TEACHER DO: Assist students as needed by giving clues.

2. TEACHER SAY: In this unit, "How the World Works," we have been learning about markets. We have learned about some of the goods we can buy. Yesterday, we began using what we are learning in math. We practiced using money to buy goods. Who can remember what form of money we used?

 **STUDENTS DO:** Answer: 1 LE notes.

TEACHER SAY: Yes, yesterday we used only 1 LE notes. If something cost 3 LE, how many notes did we count out?

TEACHER DO: Use **Calling Sticks** to choose a student to answer.

 **STUDENTS DO:** Answer: three 1 LE notes.

TEACHER SAY: Correct, we used three 1 LE notes to pay for a good that cost 3 LE. How many notes did we count for a good that cost 6 LE?

TEACHER DO: Use **Calling Sticks** to choose a student to answer.

 **STUDENTS DO:** Answer: six 1 LE notes.

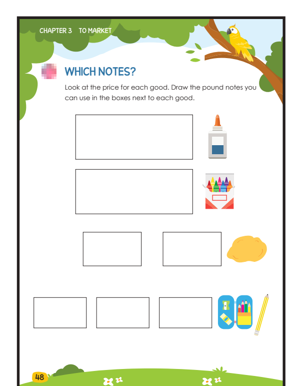
TEACHER SAY: Correct, we counted six 1 LE notes. We worked with 10 LE yesterday. Can anyone guess how many 1 LE notes we would need to count for something that cost 20 LE? Raise your hand if you have an idea.

 **STUDENTS DO:** Offer ideas. (Answer: twenty 1 LE notes.)

TEACHER SAY: That is a lot of counting. I wonder if there is an easier way to pay for goods than counting out 1 LE notes. We are learning about two other notes in Math. Can anyone remember what other two notes we have been using? Raise your hand if you have an idea.

TEACHER DO: Call on two students with hands raised to answer. Hand out student books and new sets of pretend money, including one 10 LE note, two 5 LE notes, and five 1 LE notes).

 **STUDENTS DO:** Offer ideas. (Correct answer is 5 LE and 10 LE notes.)



3. TEACHER SAY: Today, we are going to practice paying for items using 1 LE, 5 LE, and 10 LE notes. Let's see if we can figure out when to use which. Please turn in your student books to the page, Which Notes? What do you see?

 **STUDENTS DO:** Find the correct page and begin to make observations.

TEACHER DO: Call on students to share what they observe.

 **STUDENTS DO:** Share observations about the page.

 **READ ALOUD: Look at the price for each good. Draw the pound notes you can use in the boxes next to each good.**

TEACHER DO: Use **Calling Sticks** to choose students to list each good pictured and repeat how much it costs for the whole class.

 **STUDENTS DO:** Recite the price for each good pictured.

TEACHER SAY: You are very good at reading how much items cost. Now, let's think about what notes we can use to buy each item. The first item is glue. Glue costs 3 LE. From your set of money, count out the notes you can use to buy the glue.

 **STUDENTS DO:** Count out three 1 LE.

TEACHER SAY: Now, show your answer to your Shoulder Partner. If you agree, draw the notes you used in the box next to the glue.

 **STUDENTS DO:** Compare answers with **Shoulder Partner** and discuss or draw notes if in agreement.

TEACHER DO: Choose one pair that has the correct answer to share the answer with the class.

 **STUDENTS DO:** Share number and type of notes drawn with class.

TEACHER SAY: Now, work on your own to complete the second one: the box of crayons.

 **STUDENTS DO:** Work independently to count out and draw notes used to pay for crayons.

TEACHER SAY: Let's think about how to pay for the third good together. There are two boxes next to the clay. That means there are two different ways we can pay for it. Clay costs 6 LE. Who remembers how we paid for the clay yesterday?

 STUDENTS DO: Answer (counting out six 1 LE notes).

TEACHER SAY: **Correct, we counted six 1 LE notes. Please draw six 1 LE notes in the first box.**

 STUDENTS DO: Draw six 1 LE notes in the first box next to the clay.

TEACHER SAY: **One way to pay for the clay is to use six 1 LE notes. Can we pay using six 1 LE notes today? Let's all count our 1 LE notes together.**

 STUDENTS DO: Count 1 LE notes out loud in unison, totaling 5.

TEACHER SAY: **Hmmm. We only have five 1 LE notes today. We cannot pay for the clay with 1 LE notes. How else do you think we can pay for it?**

 STUDENTS DO: Offer ideas.

TEACHER DO: Call on students until one suggests using a 5 LE note and a 1 LE note. If no students suggest this, **Think Aloud** to wonder whether a 5 LE note would help pay for the clay and allow students to answer.

TEACHER SAY: **Well done. We can use a 5 LE note and count on 1 to make 6. That means we can use a 5 LE note and one 1 LE note to pay for the clay at 6 LE. Please draw one 5 LE note and one 1 LE note in the second box next to the clay.**

 STUDENTS DO: Draw one 5 LE note and one 1 LE note in the second box next to the clay.

TEACHER SAY: **You have one more purchase on the page, and I see three boxes. This means there are at least three possible answers. Work with your Shoulder Partner to come up with three ways to pay for the pencil box and pencil.**

 STUDENTS DO: Work with **Shoulder Partner** to solve the final problem.

TEACHER DO: Walk around the classroom to observe student work and assist as needed. If students need more support, talk through this problem as a whole class like the previous example. Students can draw ten 1 LE notes as used on the previous day, one 5 LE and five 1 LE notes, two 5 LE notes, or one 10 LE note.

4. TEACHER SAY: **You have worked together to better understand money. This is a great start for our Market Day. Let's put our student books away for now. We will keep preparing for shopping in a market. Before we continue, find a new partner using Hands Up, Pair Up. Is everyone ready? As I count to 5, everyone find a partner. 1, 2, 3, 4, 5.**

 STUDENTS DO: Find a new partner.

TEACHER SAY: **Are there special ways to behave in a market? Share your ideas with your new partner.**

 STUDENTS DO: Share ideas about behavior.

TEACHER DO: Lead a discussion or choose a student to lead a classroom discussion about behavior in markets. Record two or three strong student ideas on the board. Then distribute 10 LE of pretend money to each pair of students.

TEACHER SAY: **Let's use your ideas. We will pretend we are in a market with our Shoulder Partner. If you are standing closest to me, you will be the person in the market who is selling an item. You are the vendor. If you are farthest from me, you will be the person buying an item. You are the customer.**

 STUDENTS DO: Agree on roles.

TEACHER SAY: **Raise your hand if you are the vendor. If your hand is raised, repeat the word "vendor." Then, tell your partner what your job will be.**

 **STUDENTS DO:** Repeat, then explain the word "vendor."

TEACHER SAY: Now raise your hand if you are the customer. If your hand is raised, repeat the word "customer." Then, tell your partner what your job will be.

 **STUDENTS DO:** Repeat, then explain the word "customer."

TEACHER SAY: The customer should be the one holding the money.

TEACHER DO: Guide students through scenarios. Give directions one at a time. Walk around and make certain students are following the procedure.

TEACHER SAY: I will give you directions for your first round of Role Play. First, greet each other.

 **STUDENTS DO:** Greet each other.

TEACHER SAY: Second, the customer pretends to hand the item to the vendor. Ask how much the item will cost.

 **STUDENTS DO:** Follow directions.

TEACHER SAY: Vendor, tell the customer how much the item costs. Remember, the item must be less than 10 LE.

 **STUDENTS DO:** Follow directions.

TEACHER SAY: Customer, please pay the vendor the correct amount. Vendor, make certain you are given the correct amount.

 **STUDENTS DO:** Follow directions.

TEACHER SAY: Customer, how much money do you have left?

 **STUDENTS DO:** Count remaining money.

TEACHER SAY: Check with the vendor. Do you both agree?

 **STUDENTS DO:** Compare answers.

TEACHER SAY: Now it is time to say "good bye." Be sure to thank each other.

 **STUDENTS DO:** End conversation with "thank you."

TEACHER SAY: Now change roles. If you were the vendor, now you are the customer. If you were the customer, you are now the vendor. Greet each other.

 **STUDENTS DO:** Exchange roles and greet each other.

TEACHER DO: Continue presenting scenarios to the students. Allow students to practice exchanging greetings and different amounts of money in a marketplace. Continue with at least four scenarios or more if time permits and students need the practice.

5. TEACHER SAY: You are almost ready for our final project, Market Day. Let's choose a student leader to end this part of our day. I will use Calling Sticks to choose our student leader.

TEACHER DO: Choose a student leader who then comes to lead the class. Make certain students know how they will make the items to sell, by creating, drawing, or cutting out pictures.

TEACHER SAY: Let's think about what type of markets we can have for Market Day. Our student leader will ask the question: What will we sell in our pretend market? I will make the list of items you might want to sell.

 **STUDENTS DO:** Lead discussion. Respond with possible items to sell.

TEACHER DO: Write the suggested items on the board.

TEACHER SAY: **You have many good ideas. Tomorrow you will work with your team. (Leader's name) please close today's class.**

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

 **STUDENTS DO:** Leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: **Thank you for leading the class today. Now let's close class by turning to our Shoulder Partner. Tell your partner one thing he or she helped you learn today. Be sure to thank your partner for learning with you.**

 **STUDENTS DO:** Turn to partners, share learning achievements, and express gratitude.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Work as a team to create a sign to sell goods. • Make a kind of good to sell at the market. • Explain what the good is used for. • Determine the cost of the good.	• Customer • Business sign	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Large paper for signs • Large paper or cardboard for signs • Paint or markers for signs • Supplies for student-made items

PREPARATION

Plan how students will be divided into teams. Gather supplies for students to use. These could be magazine pictures, drawings, or recycled materials. Determine how many items each group should make to sell at Market Day. Determine a limit for pricing items.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's Popcorn to share what you remember about our last lesson. Who would like to begin our Popcorn?**

TEACHER DO: Choose a student to begin. After an idea has been shared, another student will be chosen, and the process will continue.

 STUDENTS DO: Share something learned, then **Popcorn**.

TEACHER DO: Process continues with students leading the discussion. Assist students as needed by giving clues.

2. TEACHER SAY: **We are learning about how our world works. We have learned about markets. We have learned about money. We have learned how to use money to buy products. Today we will use what we have learned and create a market in our classroom.**

TEACHER DO: Make certain all supplies are ready for students to create their own market. Whether students make objects, draw them on paper, or cut out images, they will need to have multiple items to sell in their market. Consider where the market will be held, and determine what size signs can be displayed for each market.

TEACHER SAY: **Yesterday we talked about the different types of markets we might have. First, you will decide what you want to sell. When you have decided, raise your hand to tell me what you will sell. I will make a list.**

TEACHER DO: Assign and divide students into teams or partners.

 STUDENTS DO: Work with team to determine what will be sold.

TEACHER DO: Record student choices. Encourage a variety of items to sell.

3. TEACHER SAY: Now, let's think about your next steps. First, you will make a sign for your business. Share your ideas with your team. Then decide what will go on your sign. You will draw a picture, so everyone knows what you are selling. Use colors and make your sign big for everyone to see.

TEACHER DO: Hand out supplies or make them available for students to collect. Give a time limit for making the sign, but encourage students to add details.

 **STUDENTS DO:** Collaborate to create a business sign.

4. TEACHER DO: When most groups finish a sign, stop everyone and give the next directions. Encourage one student to finish the sign in the other groups while the others begin to work on items to sell.

TEACHER SAY: Some of you have finished your sign. Let's think about our next step. Now you will begin making your items. You will only have (give a time constraint) to make your items.

TEACHER DO: Add directions specific for your class. If drawing, students should take time to draw and color neatly. If cutting out pictures, they should be neatly cut and attached to a paper or card. If making items, students should know time limitations and do the best they can within the time given.

 **STUDENTS DO:** Work as a team to make items to sell.

TEACHER DO: Remember to leave time to clean up before closing the lesson.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I will pull a name using Calling Sticks. That student will be our student leader. The student leader will help us discuss what we learned about working in a team today.

TEACHER DO: Choose a student using the **Calling Sticks**.

 **STUDENTS DO:** Leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Thank the student leader for helping close the lesson.

TEACHER SAY: Thank you for leading the class today. Now let's close class by turning to your team. Tell your team one thing they helped you learn today. Be sure to thank your team for learning with you.

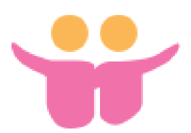
 **STUDENTS DO:** Turn to team, share learning achievements, and express gratitude.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Role play being at the market as a vendor. • Determine the cost of the goods being sold. • Role play a customer and make decisions on what to purchase.	• Market • Goods • Customer	• Chart paper or blackboard • Markers or chalk • Pencils • Crayons • Tape • Pretend money • Signs and items for sale made by the teams

PREPARATION

Put signs around the room so groups will know where to set up their business. You may want to put businesses in groups, such as clothing, shoes, food, or group as wants and needs. Make certain each student has 10 pretend 1 LE notes to buy items. If time and space allow, invite parents or another class in for Market Day. If another class is invited, make certain students had time to prepare enough items for sale and that the guests have pretend money to spend.

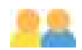


Share (90 minutes)

Directions

1. Introduction: Today is the final day of the chapter. Use the beginning of class to reflect on what students have learned in preparation for the Market Day activity.

TEACHER SAY: **Today is the final day of the chapter, "To Market." Let's share briefly what we remember about this chapter. Start by sharing with your Shoulder Partner. Then I will ask several student pairs to share your thoughts and reflections.**

 STUDENTS DO: Share with partners.

TEACHER DO: Choose several students to reflect on learning. Allow several students to share before launching into the activities that follow.

2. TEACHER SAY: **Today is Market Day. You have one more thing to do before we can prepare for the market. Decide what price you will charge for your items. Put the price on your sign. Your price should be no more than 10 LE. Remember that each person will only have 10 LE to spend. Most customers will want to buy more than one item.**

TEACHER DO: Walk around the class to help determine prices as needed. Guide students to charge smaller amounts so more students will have opportunities to sell and buy.

 STUDENTS DO: Work with team to determine price.

3. TEACHER DO: Set a timer for half the time allotted, leaving time at the end of the day for students to reflect on Market Day. If you can, divide the room into two halves. In the first round, half the students will be vendors and the other half customers. When the timer goes off, have students trade roles. When students have prepared their areas, assign who will be selling first and who will be buying first.

4. TEACHER SAY: **Now it's time to prepare our businesses. Look for your name to find where your business will be set up. First, tape up your sign. Second, put out your items to sell. Third, arrange your area so customers will want to come to your business.**

 **STUDENTS DO:** Organize business area.

5. TEACHER SAY: **Before we begin business on our Market Day, let's review some behavior at the market. Talk as a team. How should you greet your customers?**

 **STUDENTS DO:** Discuss proper behavior, including being courteous and counting money carefully.

TEACHER DO: Walk around and listen to students' discussions. Bring up any points to the whole group that you consider to be important to highlight.

TEACHER SAY: **Now discuss in your group: What should the customer do to be a good customer?**

 **STUDENTS DO:** Discuss proper behavior for the customer.

6. TEACHER DO: Walk around and listen to students' discussions. Bring up any points to the whole group that you consider to be important to highlight.

TEACHER SAY: **Let's begin. All vendors, please go to your area. The customers will arrive in one minute.**

 **STUDENTS DO:** Students go to their assigned areas and **Role Play** vendors and customers.

TEACHER DO: If parents or other students have been invited, supply them with pretend money to shop the market. Allow approximately 20 minutes for each group to sell and shop. Walk around and make certain students are following the guidelines presented.

Note to Teacher: Make certain all students sell items. If you notice a business that is not selling their items, offer to buy something so the students have the opportunity to use the learned skills. Allow 10 minutes at the end of the session for students to reflect on Market Day.

7. TEACHER SAY: **What a wonderful Market Day. I know you have learned a lot. Let's work together to clean our area. As a group, put away your items. Throw away any trash. Assign one team member to hold the money you earned today. Sit down as soon as you are finished. I will know you are ready to finish our day.**



 **STUDENTS DO:** Clean area and sit in seats.

TEACHER DO: Help students clean as needed.

TEACHER SAY: **Let's finish our chapter, "To Market," by thinking about our day. Open your student book to page Market Day.**

 **STUDENTS DO:** Turn to the page Market Day.

TEACHER SAY: **Follow along as I read the directions.**

 **READ ALOUD:** **Think about what you have learned. Answer the questions. Color in the number of stars that shows how well you and your team worked together.**

 **STUDENTS DO:** Follow along as the teacher reads the directions.

TEACHER DO: Guide students through each question as they review Market Day, using **Wait Time** to allow students to write or draw answers.

 **STUDENTS DO:** Students complete the page Market Day as the teacher leads.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **I will pull a name from the Calling Sticks. That student will be our student leader. The student leader will help us discuss what we learned today.**

TEACHER DO: Choose a student using the **Calling Sticks**.



STUDENTS DO: Leader leads the discussion, asking what was learned in class today. Other students raise hands to share ideas.

TEACHER DO: Once the main ideas of the day have been presented, thank the student leader for helping close the lesson.

TEACHER SAY: **Thank you for leading the class today. Now let's close class by turning to your team. Congratulate each other on a successful Market Day.**



STUDENTS DO: Congratulate team members.

KINDERGARTEN II

Multidisciplinary

COMMUNICATION

Chapter 1: Sounds of Music

Theme Overview

Sounds of Music

COMPONENT	DESCRIPTION	LESSONS
Discover	Students visualize and use illustrations to improve comprehension. Students identify music as a form of communication and discover vibration as the main component of sound. Students make a kazoo to experiment with voice and sound.	3
Learn	Students identify different forms of communication, including expression of emotions, sign language, and forms of animal communication. Students create musical instruments from recycled materials to help develop an understanding of sound. Students develop patterns to write a tune for created instruments.	5
Share	Students form a band, improve upon the musical instruments, create or play a familiar tune, and perform for others in the class. Students show respect for others' work and presentations.	2

Connection to Issues



Citizenship: We develop a sense of loyalty and belonging to our homes, families, and communities. We have rights in these places, and we also have duties to care for our spaces.

Life Skills Addressed

Communication

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Foundational Skills: Print Concepts

- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Recognize that spoken words are represented in written language that follows rules.

Foundational Skills: Phonological Awareness

- With support, read emergent-reader texts with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of text.

Phonics and Word Recognition

- Read common, high-frequency words.

Reading Comprehension: Literature

- Ask about key details with prompting and support.
- Ask and answer questions about unknown words in text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend literature of appropriate complexity for KG2.

Reading Comprehension: Informational Text

- Use the illustrations and details in a text to describe its key ideas.
- Know and use various text features to locate key facts or information in text.
- With prompting and support, read and comprehend informational text appropriately complex for KG2.

Language: Vocabulary Acquistion and Use

- Understand and use question words.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Use words and phrases acquired through conversation, reading, and being read to.

WRITING:

Foundational Skills

- Write high-frequency words.
- Arrange words to form sentences.
- Write simple words with long and short intonations.
- Form sentences of two or three words.

Narrative

- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Recall information from experiences.

Process, Production, and Research

- Orally produce complete sentences in shared language activities.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

Foundational Skills

- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Add drawings or other visual displays to descriptions to provide additional detail.
- Express thoughts, feelings, and ideas clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.

MATH:

Measurement

- Compare orally between length and weight and size using longer than/shorter than, heaver/lighter, bigger/smaller.
- Classify objects into given categories (for example length, weight, size, color) and sort categories by count.

SCIENCE:

Skills and Processes

- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using five senses, and trying things out.
- Design and make things with simple tools and a variety of materials.

Earth and Space

- Investigate objects in the environment.

Physical Science

- Explain that there must be a cause for changes in the motion of an object.

SOCIAL STUDIES:

Civics

- Communicate effectively with others.
- Work with others to solve problems (in the classroom, school, and community).
- Differentiate between acceptable and unacceptable behaviors.
- Demonstrate respect for customs and traditions.
- Communicate politely with others, using vocabulary such as please and thank you.

MUSIC:

Playing Instruments

Playing Simple Instruments

- Play instruments available in school.

SINGING:

Demonstrating Appropriate Behaviors in Music

- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments.

ECONOMICS AND APPLIED SCIENCE:

Respecting and Maintaining the Environment and Self

- Cooperate with classmates in playing and activities.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

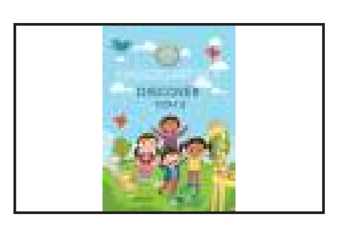
- Use digital technologies (i.e. computer) appropriately to support learning.

CH 1 Pacing Guide

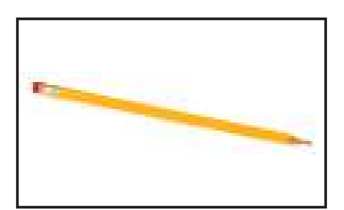
LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Visualize and use illustrations to improve comprehension of written text. • Discover that music can have many forms and definitions. • Listen to sounds in the immediate environment.
2	**DISCOVER: Students will:** • Use descriptive language for specific sounds. • Differentiate between common sounds.
3	**DISCOVER: Students will:** • Identify vibration as the main component of sound. • Make a kazoo, testing effect of sound at each step of the process. • Order the steps to make a kazoo.
4	**LEARN: Students will:** • Use a model to understand sound. • Use sign language to communicate with others.
5	**LEARN: Students will:** • Respond to music with emotions such as sad, happy, scared. • Create music by humming to support a story.
6	**LEARN: Students will:** • Make a drum of recycled material. • Observe evidence of the vibration of a drum. • Develop a pattern of sounds to create music.
7	**LEARN: Students will:** • Compare sounds of different hand-made instruments. • Play instruments collectively as a band.
8	**LEARN: Students will:** • Identify ways animals communicate. • Use mathematical clues to find answers about animal communication. • Classify information about animal communication.
9	**SHARE: Students will:** • Redesign a musical instrument. • Collaborate to choose a musical piece to perform. • Practice performing as a band.
10	**SHARE: Students will:** • Share musical instruments in a concert. • Provide feedback to other students.

Materials Used

Student book



Pencils



Crayons



Tape



Blackboard or chart paper



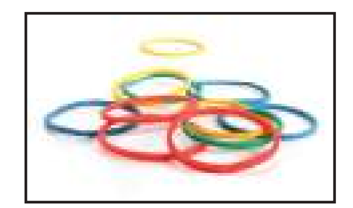
Chalk or markers



Five glasses filled with water (filled at different levels)



Rubber bands



Paper tubes (toilet paper/paper towel)



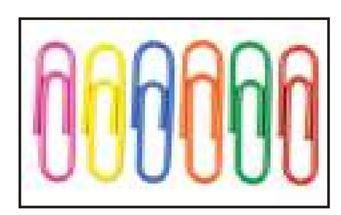
Wax paper or plastic wrap



Paper cup



Paper clips



String or yarn



Assortment of small objects to shake (pebbles, dry rice, beans, seeds)



Small cardboard boxes (cereal or other food)



Assorted art supplies



Books on musical instruments from the library

Images of simple musical instruments

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Visualize and use illustrations to improve comprehension of written text. • Discover that music can have many forms and definitions. • Listen to sounds in the immediate environment.	• Communication • Visualize • Music • Sound	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk

PREPARATION
Throughout the two weeks of this chapter, students will make musical instruments. Collect recycled materials and ask students to bring in items such as: rubber bands of different sizes, waxed paper, tissue boxes, clean small tin cans, balloons, straws, cereal boxes, small cardboard boxes, clean water bottles. Consider inviting parents and family members to the concert on the last day of the chapter.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the new theme and chapter. Name the new theme and chapter, and ask for predictions about what they will learn.

TEACHER SAY: Today we are beginning a new theme called, "Communication." Think about what we might learn. Let's choose our student leader for today. Our leader will use Calling Sticks to choose three students who will share ideas.

TEACHER DO: Use **Calling Sticks** to choose the student leader. Provide the leader a question for discussion: What might we learn about communication?



STUDENTS DO: Lead student poses question, using **Calling Sticks** to choose other students to answer.

2. TEACHER SAY: You have very good ideas. Before we start, we need to understand the word COMMUNICATION. Let me give you an example. I communicate with my family by phone. What does communicate mean?



STUDENTS DO: Respond with answers such as, "talk to."

TEACHER SAY: Yes. We communicate by talking. We can communicate in other ways too. Sometimes we use hand signals in class to communicate.

TEACHER DO: Demonstrate **Thumbs Up** and **Hands Up** strategies.

TEACHER SAY: What are we saying to each other when we use the signals?



STUDENTS DO: Explain the use of signals in class.

TEACHER SAY: To communicate means to share information or ideas. What other ways do we communicate?

 **STUDENTS DO:** Share other ideas.

TEACHER SAY: I received an email today from a friend. Is email a way to communicate?

 **STUDENTS DO:** Respond, "yes."

TEACHER SAY: Everyone stand up, please. Let's communicate without our voices. Show me how you are feeling with your face and your body. Show what you look like when you are happy.

 **STUDENTS DO:** Show happy faces.

TEACHER DO: Provide prompts for other emotions such as sad, scared, and hungry.

 **STUDENTS DO:** Communicate emotions using body language.

TEACHER SAY: There are many ways to communicate. Today we will also start a new chapter. This chapter is called, "Sounds of Music." How do we communicate with music? Use Think Time, then I will call on students with hands raised.

Note to Teacher: Communication will be fully defined later in the theme as students develop an understanding through experiences. This introduction is intended to elicit prior knowledge and get students thinking about communication.

TEACHER DO: Allow **Think Time**, then call on students with raised hands to answer.

 **STUDENTS DO:** Share ideas about how music is a form of communication.

TEACHER SAY: Goodness, Think Time really helped us. Let's start a KWL Chart so we remember our ideas. Do you remember what a KWL chart is used for? The K stands for know—so we write down what we already know about a topic. The W stands for wonder—so we write down questions we have about a topic. Finally, the L stands for learn—so we can add to this as we learn new things about a topic.

Let's start with KNOW—what do you know already…How does music help us communicate?

TEACHER DO: Create a **KWL Chart** that can be brought out and updated throughout the next two weeks. Today, record two or three things students know and two or three questions about music and communication. Remember to also fill in the W (wonder) column with a few key questions.

 **STUDENTS DO:** Share ideas and questions.

3. TEACHER SAY: We will continue to add what we learn to our KWL Chart. Right now, let's check in on our friend Sarah. We have a new story to read. Let's find out how Sarah is doing in her new neighborhood.

TEACHER DO: Put the **KWL Chart** aside and hand out student books, but ask the students to keep them closed.

TEACHER SAY: Before we read the story, let's think about what Sarah was doing the last time we saw her. Who can share what you remember about Sarah?

 **STUDENTS DO:** Share that Sarah moved into a new home and wanted to make friends.

TEACHER SAY: Yes, and how did we help Sarah?

 **STUDENTS DO:** Offer ideas, such as: taught her about games and making friends.

TEACHER SAY: Let's find out how Sarah is doing now. Do you think she has made friends? Today we will do something different. I will read the story first. You will close your eyes and



listen. Please visualize what is happening in the story. Visualizing is when you see pictures in your head.

Note to Teacher: The story referenced is in the student book page called Sarah Plays an Instrument. Ask students to listen first, before directing them to open their own books.

 **STUDENTS DO:** Close eyes to listen.

 **READ ALOUD: Sarah made new friends. Sarah likes her new home. Sarah's friends like music. Sarah likes music, too. Sarah wants to learn to play music. Music makes Sarah happy. What instrument should Sarah play?**

 **STUDENTS DO:** Listen and visualize.

TEACHER DO: Use **Wait Time** for a moment before bringing students back together.

TEACHER SAY: Think about the story. Use the pictures in your mind to retell the story. Retell the story in your mind.

 **STUDENTS DO:** Concentrate to remember the story.

TEACHER SAY: A good reader tries to see pictures in their mind. I think you are all good readers.

4. TEACHER DO: Display the student book turned to Sarah Plays an Instrument.

TEACHER SAY: Now take out your student book and turn to the page, Sarah Plays an Instrument.

 **STUDENTS DO:** Open the student book to the correct page.

TEACHER SAY: Now, let's read the story together. Read along with me. We will read just the first two lines and then look at the illustration.

 **READ ALOUD: Sarah made new friends. Sarah likes her new home.**

 **STUDENTS DO:** Read along with the teacher.

TEACHER SAY: Compare the illustrations to what you visualized. How are they similar or different?

TEACHER DO: Use **Calling Sticks** to choose four students to answer.

 **STUDENTS DO:** Share similarities and differences.

TEACHER SAY: How does the illustration help tell the story? Does the illustration tell you anything the words do not say?

 **STUDENTS DO:** Share thinking.

TEACHER DO: Continue the same process, reading lines and pausing to discuss the illustrations. Ask students to make connections between personal experiences and those of Sarah in the story. For example, ask, "Do you like music too?"

 **STUDENTS DO:** Read and discuss the story with the teacher.

TEACHER DO: Count on fingers as you recall how students approached reading the story.

5. TEACHER SAY: You visualized, or made pictures in your mind, as the story was read. You used the illustrations. You read the text. These are all tools you can use to be great readers. Let's talk about the story now with a friend. Hands Up, Pair Up with another student.

 **STUDENTS DO:** Find a partner using **Hands Up, Pair Up**.

TEACHER SAY: Without using the student book, discuss the story. Talk to your new partner about Sarah and her new friends. How does Sarah feel in her new home?

 **STUDENTS DO:** Share from memory and infer Sarah's feelings.

TEACHER DO: Listen to students' conversations. Use as a formative assessment of comprehension.

TEACHER SAY: Using the strategies helped you understand and remember the story. Thank you for working together. Return to your seats and we will finish our discussion.

 **STUDENTS DO:** Return to seats.

6. TEACHER SAY: I heard most of you say Sarah is happy with her new friends. I also heard you say she likes music. Many of you like music, too. Is there anyone in our class who plays a musical instrument?

 **STUDENTS DO:** Raise hands.

TEACHER SAY: If you would like, tell us the instrument you play.

 **STUDENTS DO:** Share instrument.

TEACHER SAY: You will be able to help us as we learn more about music. During this chapter, "Sounds of Music," we will make our own musical instruments. Then we can help Sarah decide what instrument to play.

TEACHER DO: Transition to general discussion of music. Use body language to show you are being thoughtful.

Note to Teacher: Since this theme is about communication in many ways, body language will become a source of discussion. Whenever possible, use body language to demonstrate mood and thought. **Think Aloud** *periodically to call attention to your own use of body language.*

7. TEACHER SAY: Music. We use the word a lot. When you hear the word "music," what do you think about? Start with Think Time, and then you will share your ideas with a Shoulder Partner.

TEACHER DO: Give at least 30 seconds of **Think Time** before directing students to begin discussion.

 **STUDENTS DO:** Share what they know about music.

TEACHER DO: Listen to responses. Quickly record students' ideas on the board or on chart paper where it can be referenced later. If you cannot hear responses from individual pairs, ask a number of students to share with the whole class and record correct answers you hear on the board.

TEACHER SAY: Music is many things. I have written some of your ideas on the board.

TEACHER DO: Read from list.

TEACHER SAY: All of these are good answers. We will continue to explore music this week. But right now, let's think about sound. We cannot have music without sound.

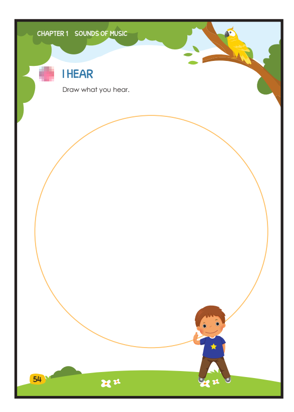
6. TEACHER DO: The following activity can be done in the classroom or as an outside activity. Space out the students and direct them to sit down. Make certain students have student books and pencils.

 **STUDENTS DO:** Sit quietly and wait for directions.

TEACHER SAY: Music is made up of many different sounds. We will sit quietly and listen to the sounds around us. Listen for all sounds. Try to identify them. We will sit for a few minutes without talking. Closing your eyes might help you concentrate on what you hear.

 **STUDENTS DO:** Listen silently.

TEACHER DO: Determine the appropriate amount of time according to sounds and student reaction.



7. TEACHER SAY: I heard many sounds. Let's stay quiet as we open our student books to the next page, I Hear.



STUDENTS DO: Open student books silently.

TEACHER SAY: I will read the directions. Listen as I read.



READ ALOUD: Draw what you hear.

STUDENTS DO: Listen as teacher reads.

TEACHER SAY: Let's remain quiet as you draw what you heard.

TEACHER DO: Give examples of two or three things you heard, such as a bird, someone walking, and a teacher talking.

TEACHER SAY: Work silently until I ask you to come back together.

TEACHER DO: If students are outside, allow them to color the drawings when they return to the room. If students are inside, allow time to color the pictures as soon as they are finished drawing. Bring students back together to close the day's lesson.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: You have been very thoughtful today. Your drawings show that you heard many sounds. I will choose a student leader to end our discussion for today.

TEACHER DO: Choose a student leader. Direct the student leader to use **Calling Sticks** to choose three students. Ask the question: What sounds did you hear that made you think of music?



STUDENTS DO: Respond with ideas.

TEACHER DO: Encourage students to think about birds singing, banging noises that sound like drums, and other similar sounds. Thank the student leader for guiding the discussion.

TEACHER SAY: I am glad Sarah is thinking about music. We will learn with Sarah. We will talk more about sound and music tomorrow.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use descriptive language for specific sounds. • Differentiate between common sounds.	• Communicate • Sound • Descriptive words	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk • Five glasses filled with water to different levels

PREPARATION

Have available any tools that you and students can use to make sounds. Tools could include items such as a bell, a whistle, ball bouncing, water and a cup (for the sound of dripping), or rulers. Students will be asked to describe the sounds. Prepare five clean glasses, each with a different level of water in them. Rub a wet finger around the rim of each glass. Test them for different tones. You may want to add food coloring to the glasses, so students can more easily see the level of water in the glasses. Practice "playing" the glasses before class. If these materials are not available, try to find a video of someone "playing" glasses and adjust the lesson accordingly. Otherwise, demonstrate low and high pitches with a xylophone or by humming different notes.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we started thinking about communication. We said one form of communication is talking. I know many of you have little brothers or sisters. How do babies communicate?

Let's choose our student leader for today.

TEACHER DO: Use **Calling Sticks** to choose the student leader. Remind the leader of the question for discussion: How do babies communicate?



STUDENTS DO: Leader will pose question, using **Calling Sticks** to choose other students to answer.

TEACHER DO: Encourage discussion of crying and laughing as sounds and sad faces to show emotions.

2. TEACHER SAY: Thank you, (student's name), for leading our discussion. Yes, a baby cannot say words. Babies can still communicate. Babies let us know what they want and need. Babies often communicate with sound. Today we will think about how to describe sound. Listen carefully.

TEACHER DO: If a bell is available, ring it. You may also choose to use audio clips to simulate a bell. If a bell is not available, change to another common tool.

TEACHER SAY: What sound does the bell make?



STUDENTS DO: Offer words to describe the sound.

Note to Teacher: While working with descriptive words, students may invent new words that mimic the sound. Acknowledge creative answers while also reviewing more traditional answers.

TEACHER DO: Use three or four other items to make sounds that students can describe. As the conversation continues, it may be necessary to give some ideas of descriptive words. Introduce comparing sounds such as louder, softer, and quieter.

TEACHER SAY: These are good descriptive words. Let's try some other sounds.

TEACHER DO: Look around the room. Take out a ruler or pencil to tap against a desk or chair.

TEACHER SAY: Here is something that makes a sound. Who can describe the sound?

TEACHER DO: Tap a desk or container with the ruler or pencil.

 **STUDENTS DO:** Suggest descriptive words.

3. TEACHER SAY: Let's work with a partner. Hands Up, Pair Up to find a partner. I will count to 5. Find your partner and stand together. Wait for the next instruction.

 **STUDENTS DO:** Find partners.

TEACHER SAY: There are many sounds we can make. You and your partner will explore the room, making and describing sounds. Please be gentle as you handle objects in the room. When you see my Hands Up signal, stop and wait for your next direction.

 **STUDENTS DO:** Explore the room, making sounds with rulers, pencils, and other items around the room. Use describing words to explain the sound.

TEACHER DO: Encourage a comparison of sounds with language such as louder, quieter, and softer. Write some of the describing words you hear on the board. Bring students back together after a few minutes of exploration. Tell students to thank their partners and return to their seats.

4. TEACHER SAY: You made lots of sounds. Did you discover something new about sound?

 **STUDENTS DO:** Respond with experiences.

TEACHER DO: Respond to students' experiences. Address any important misconceptions, such as a theory that a ruler makes a sound on its own without being tapped against another surface.

TEACHER SAY: Let's read the describing words I heard you say. Follow along as I read the words we generated in our discussion earlier. If you know what the word describes, raise your hand. I will call on one of you to tell what you think the word describes.

 **STUDENTS DO:** Listen to words as they are read. Raise hands to respond.

TEACHER DO: Read and point to each word. Allow students to try again or disagree with each other on answers.

5. TEACHER SAY: You were able to name many of the objects that made sounds. Let's try a new type of sound.

TEACHER DO: Bring out the glasses with water. Line them up in order so all students can see.

TEACHER SAY: Let's think again about music and sound. In our story, Sarah likes music. I wonder. Can I make music with these glasses? What do you think? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk with partners about ways to make sound with the glasses.

TEACHER SAY: I will choose some of you to share your ideas. Tell me what you think we should do to make music with the glasses.

 STUDENTS DO: Describe how to make sounds with the glasses.

TEACHER DO: Students will probably think of hitting the glasses. Hit the glasses gently with a pencil. Have the students describe any sound the glasses make. Ask students if all of the glasses make the same sound. Bring in the description of high and low sounds.

 STUDENTS DO: Listen and describe sounds.

TEACHER SAY: **I have another way. Watch and listen.**

TEACHER DO: Rub the rim of the glasses with a wet finger. Make sure each glass has a distinctive ring. Play the glasses a few times.

TEACHER SAY: **Do you hear the difference in sounds? Some sounds are high. Some sounds are low. Listen as I play a high sound.**

TEACHER DO: Play a high note on a glass.

TEACHER SAY: **Now listen as I play a low sound.**

TEACHER DO: Play different glasses, identifying high and low sounds. Ask students to identify sounds as high or low after a few examples. Compare to some of the high and low sounds students were able to produce in their exploration of the classroom.

 STUDENTS DO: Listen and practice identifying high and low sounds.

TEACHER SAY: **Who has questions about how we can make music from glasses of water?**

 STUDENTS DO: Ask questions.

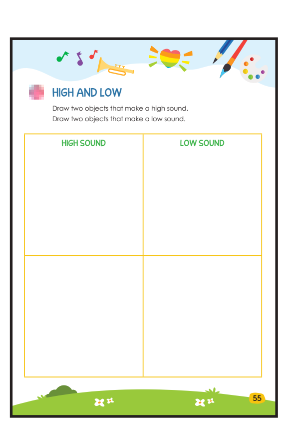
TEACHER SAY: **You have many great questions. Let's think about this. Why are the sounds different? Is there anything different between the glasses?**

 STUDENTS DO: Observe and predict.

6. TEACHER SAY: **Yes. They all have a different level of water in them. Let's add our questions and answers to the KWL Chart.**

 STUDENTS DO: Add questions and answers to the **KWL Chart**.

TEACHER DO: Add questions and any answers students may have to the original **KWL Chart**. Discuss as needed to clarify students' ideas and learning.





TEACHER SAY: **We worked hard today on describing sounds using words. We also learned to compare sounds with high, low, louder, and softer. Let's write what we have learned on the next page, High and Low.**

TEACHER DO: If you have time, have students practice humming high, low, loud, and soft to reinforce the new descriptive words.

 STUDENTS DO: Open student books to correct page.

TEACHER SAY: **I will read the directions. Follow along with me as I read.**

 READ ALOUD: **Draw two objects that make a high sound. Draw two objects that make a low sound.**

 STUDENTS DO: Follow along as the teacher reads.

TEACHER SAY: **There are two columns. One column says: high sound. The second column says: low sound. You can draw something that you tested today or something that you know from before our lesson. Who would like to share one thing you could draw?**

STUDENTS DO: Share ideas.

TEACHER SAY: Thank you for your help. Work with your Shoulder Partner. Compare your ideas before drawing the objects on your student page.

TEACHER DO: Walk around and help students as needed.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we worked hard to describe sounds. What is your favorite descriptive word that you used today? (Student's name), please lead our closing discussion today.



STUDENTS DO: Share favorite descriptive words, led by student leader.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify vibration as the main component of sound. • Make a kazoo, testing effect of sound at each step of the process. • Order the steps to make a kazoo.	• Sound • Hum • Kazoo • Pattern	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk For each student: • Rubber band • Paper tube (paper towel or toilet paper roll) or thick paper to roll into a tube • Tape • 5 cm square piece of waxed paper or plastic wrap

PREPARATION

Make available different types of recorded music to play, either digitally or with audiotapes. Choose music that includes different instruments and different moods. Prepare an area to store the kazoos until Lesson 6.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's start by thinking of some of the descriptive words we used yesterday. Our student leader will choose students to share descriptive words.

TEACHER DO: Choose a student leader.

 **STUDENTS DO:** Share descriptive words when called on by student leader.

2. TEACHER SAY: Thank you, (student's name), for leading our discussion. Today we will work to discover even more about sound. Listen to my directions and follow my lead.

TEACHER DO: Put your fingers to your throat and stand quietly. Demonstrate for students, making sure students remain quiet.

 **STUDENTS DO:** Place hands on throats while being silent.

TEACHER SAY: What do you feel? Do you feel anything? Take your hands down to respond.

 **STUDENTS DO:** Respond.

Note to Teacher: If students feel their throat rising and falling with a breath or feel a heartbeat, acknowledge these answers. Then emphasize that students should remember how a "calm" throat feels.

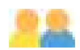
TEACHER SAY: Place your hand on your throat again. This time, take turns talking to your Shoulder Partner while your hand is still resting on your throat. What happens when you speak?

 **STUDENTS DO:** Speak with partners.

TEACHER SAY: Please share what happened with the class.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Yes. You feel movement in your throat when you speak. The sounds we make come from our throat. Put your hand on your throat and feel the movement again as you talk to your Shoulder Partner. Describe what you feel.

 **STUDENTS DO:** Test the vibrations.

TEACHER DO: Walk around, listening to students' comments. Use their discussion to guide the whole group discussion. Questions may be acknowledged and added to the **KWL Chart** for further exploration.

3. TEACHER SAY: What you feel on your throat is called a vibration. Let's demonstrate what vibration means.

TEACHER DO: Give one rubber band to each pair of students. Remind students of safety rules for using rubber bands in class. Demonstrate positioning one finger from each hand inside the rubber band and stretching your fingers apart so the band is fairly tight. Have one partner mimic your demonstration. Make sure students do not wind the rubber band around their fingers. Walk around the class, closely observing as students set up.

TEACHER SAY: What do you think will happen if we pull the rubber band back a bit and let go? Tell your Shoulder Partner.

 **STUDENTS DO:** Predict what will happen.

TEACHER SAY: Now, the partner without the rubber band should pull one side of the band back gently. Then let go.

TEACHER DO: Demonstrate plucking one side of the rubber band, observing students as they mimic the motion.

 **STUDENTS DO:** Pull back the rubber bands to make observations. Discuss with partners.

TEACHER SAY: What is happening to the rubber band?

 **STUDENTS DO:** Describe what happens.

TEACHER SAY: The rubber band moves back and forth very quickly. This is called vibration. The rubber band vibrates as it bounces back into place. Let's be very quiet and listen. Can you hear the rubber band vibrate?

 **STUDENTS DO:** Listen quietly, while plucking the rubber band.

TEACHER SAY: What sound does the rubber band make?

 **STUDENTS DO:** Respond using descriptive words.

TEACHER SAY: Yes. Sometimes it makes a sound like "boing." Do you hear it?

 **STUDENTS DO:** Continue to test and listen.

TEACHER DO: Walk around, encouraging students to quietly listen. Pull the rubber band on your hand so students can hear it vibrate.

4. TEACHER SAY: When we talk, our throats vibrate like the rubber band. The vibration makes sound. We call that sound our voice. Feel your throat again. Can you feel your throat vibrate?

 **STUDENTS DO:** Continue to test throat and rubber bands.

TEACHER DO: Encourage students' questions and testing. Bring students back to a whole group to assess understanding.

TEACHER SAY: Who can explain either in words or with motions how sound is made?

 **STUDENTS DO:** Explain in own words or with hand gestures how sound is made.

TEACHER DO: Choose two or three students to explain in their own words. Clarify any misconceptions.

TEACHER SAY: Now that we know how we make sounds with our throat, let's hum a tune.

TEACHER DO: Hum a popular tune with the students.

 **STUDENTS DO:** Hum along with the teacher.

5. TEACHER SAY: You just made music by humming. Let's make a musical instrument that will work when we hum.

TEACHER DO: Get out supplies and direct students step by step in making a kazoo. Adjust the instructions given according to the supplies you are using. Directions are written as though you are using a cardboard tube. If you are using thick paper, begin with rolling and taping the paper into a cylinder. Have students decorate the tube first before beginning construction.

TEACHER SAY: Follow along with me as we build a musical instrument. It is called a kazoo. Before we start, let's do an experiment. Place the tube up to your mouth and hum. What happens?

 **STUDENTS DO:** Hum into tubes and respond.

TEACHER SAY: I heard some of you say you could feel the vibration in the tube. Try again. Hum into the tube. Can you feel it vibrate?

 **STUDENTS DO:** Test tubes for vibration.

TEACHER SAY: Our throat vibrates when we push air through it. How do you think the tube vibrates?

 **STUDENTS DO:** Offer ideas. (Correct answer is that air is passed through to cause vibration.)

TEACHER SAY: Now you will take the waxed paper and place it over one end of the tube. Watch as I model. (Student's name), please come help me model. Work with your Shoulder Partner. Help each other place a rubber band over the paper so it will stay in place.

TEACHER DO: Show students how to put the rubber band over the end of the paper on the tube. Also demonstrate pulling the paper gently to make it firm. Walk around the class as students work together to add paper to the tube.

 **STUDENTS DO:** Work with **Shoulder Partner** to secure paper onto tube.

TEACHER SAY: You all have the paper on the end of the tube. Let's try humming loudly into the tube again. This time, one of you demonstrate to your Shoulder Partner. Your partner will watch what happens with the paper. Then you will trade jobs.

 **STUDENTS DO:** Test movement of paper, noting at least that the paper expands when air is pushed into it.

TEACHER DO: Help students as needed.

TEACHER SAY: Did you see the paper move? Why do you think it moved?

 **STUDENTS DO:** Predict that the air pushed the paper.

TEACHER SAY: What happened to the sound? Can you make it louder or quieter?

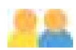
 **STUDENTS DO:** Test and respond with experiences.

TEACHER SAY: What did you do to change the sound from louder to softer?

STUDENTS DO: Respond with blow harder or softer.

TEACHER SAY: Yes. We have one more step to complete the kazoo. I will walk around and add a hole to the side of your tube. What do you think will happen? Talk to your Shoulder Partner.

TEACHER DO: Walk around, punching a hole into each tube. The end of a sharp pencil can be used. Direct students to play their kazoos when you are ready.

 **STUDENTS DO:** Explore the use of the kazoo.

TEACHER DO: Walk around, encouraging exploration. After students have had some time to explore, give **Hands Up** signal to bring students back together. Remind students to help you with the signal by raising hands.

 **STUDENTS DO:** Come back together as a class, keeping kazoos quiet.

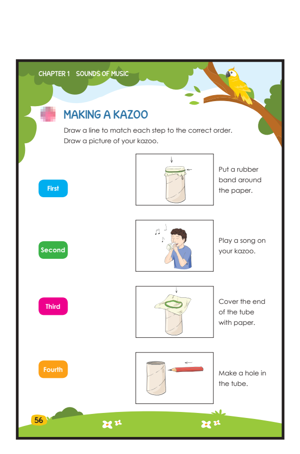
6. TEACHER SAY: I wonder if we can play a song together on our kazoos. Let's all hum (a favorite tune). We will hum first and then use our kazoos. Ready? We will start when I count to 3.

TEACHER DO: Lead students first in humming the tune so they are all humming together. Once they are able to do this, move to humming into the kazoo.

 **STUDENTS DO:** Hum and play favorite tunes.

TEACHER SAY: We have made our first musical instrument. Do you think Sarah would like to play a kazoo? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk together about Sarah.



7. TEACHER SAY: Let's record how to make the kazoo. We can share our steps with Sarah, so she can make a kazoo, too. Let's open our student books and turn to the page, Making a Kazoo.

 **STUDENTS DO:** Open to the correct page.

TEACHER SAY: I will read the directions first. Follow along as I read.

 **READ ALOUD: Draw a line to match each step to the correct order. Draw a picture of your kazoo.**

TEACHER DO: Read all the sentences on the page, pointing to the words. If needed, guide your students more directly by first reading, then asking students which the first step was. Guide step by step with the whole group or only with those who need extra support.

 **STUDENTS DO:** Follow along in the student book.

TEACHER SAY: Go ahead and finish the page. If you need help reading the words, you may work with your Shoulder Partner or raise your hand.

 **STUDENTS DO:** Complete student book page.

TEACHER DO: Walk around and help as needed. Guide students to clean up work areas when the student page is complete. Store the kazoos in the classroom for use in Lesson 6. Make certain each kazoo is labeled with the student's name.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We learned a lot about vibration and sound today. Talk to your Shoulder Partner. What will you tell your family about vibration and sound?

STUDENTS DO: Share learning.

TEACHER DO: Ask students to thank each other for helping today.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use a model to understand sound. • Use sign language to communicate with others.	• Vibration • Sign language	• Student book • Pencils • Crayons • One paper cup for each student • Paper clip for each student • String (approximately 1 meter per pair of students) • Chart paper or board • Markers or chalk

PREPARATION

Prepare materials for sound models. Punch a hole in the end of each paper cup with a paper clip. Leave the paper clip attached to the cup. Cut strings to 1 meter. If you anticipate your students will have trouble with tying the string to the paper clip, tie it on in advance. Leave the second cup unconnected. Learn three words in sign language that can be found on student book page, How We Hear. Consider learning more words to teach the students to use quiet communication in the classroom. If possible, find a video clip of people using sign language.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We have been talking about communication. Let's choose our student leader for today. The leader will use Calling Sticks to choose three students who will share their ideas. What are some ways we communicate?

TEACHER DO: Use **Calling Sticks** to choose the student leader. Remind the leader of the question for discussion: What are some ways we communicate?



STUDENTS DO: Leader will pose question, using **Calling Sticks** to choose other students to answer.

2. TEACHER SAY: Thank you, (student's name) for leading our discussion. Let's investigate sound in a new way today.

TEACHER DO: Choose a student leader to help hand out one paper cup and one paper clip to each student. Ask students to pair up. Adjust the directions according to whether you have already attached the paper clip.



STUDENTS DO: Hand out supplies and find partners.

Note to Teacher: Decide in advance if the students will return the materials, or if they may take them home. Students may also decorate their cups.

TEACHER SAY: Let's Hands Up, Pair Up to find a partner. I will count down from five. 5, 4, 3, 2, 1, 0.



STUDENTS DO: Choose partners.

TEACHER SAY: Now that you have a partner, take your cups and stand across the room from your partner.

 **STUDENTS DO:** Stand across from each other at a distance.

TEACHER SAY: Talk quietly into your cup. Can you hear your partner?

 **STUDENTS DO:** Respond, "no."

TEACHER SAY: Come back together to help each other. Push your string through the hole and tie the paper clip to the string like this.

TEACHER DO: Demonstrate with a student partner. After modeling for the students, circulate around the room to help students who are having trouble tying the string to the paper clip. Encourage students to help each other.

 **STUDENTS DO:** Push string through the bottom of the cups and tie to the paper clips.

TEACHER SAY: This time, stretch the string between you tight, like this.

TEACHER DO: Demonstrate with a student helper. Have the student put the cup to his/her ear as you speak into the cup. Then have the student speak into the cup while you listen.

TEACHER SAY: Take turns, one at a time, speaking into the cup quietly while your partner listens.

 **STUDENTS DO:** Experiment with the cups, taking turns speaking and listening.

TEACHER DO: Bring students back together with the **Hands Up** strategy.

TEACHER SAY: Who can explain what is happening? First talk with your partner. Then we will talk with the whole group.

 **STUDENTS DO:** Discuss what happened.

TEACHER DO: Choose students to share ideas.

TEACHER SAY: When someone talks into the cup, the bottom of the cup vibrates. The string carries the sound to the other cup. What would happen if the string was loose, not tight?

TEACHER DO: Use **Calling Sticks** to select two or three students to predict.

 **STUDENTS DO:** Share predictions with the class.

3. TEACHER SAY: Let's test it. Loosen the string. Test to find out what happens. Stand a little closer together so that the string hangs down a bit.

 **STUDENTS DO:** Test loose string between cups.

TEACHER SAY: Does the loose string work?

TEACHER DO: Use **Calling Sticks** to select two or three students to share.

 **STUDENTS DO:** Share observations with the class.

TEACHER SAY: You were able to feel the vibration in the cups when the string was tight. When the string was loose, there was no vibration. You could not hear. This is more evidence that vibration makes sound. Let's clean up our area now to prepare for a new activity.

TEACHER DO: The cups and string will not be needed for further lessons unless they are used to make musical instruments. Decide where you would like students to put the materials or if students will take the materials home.

 **STUDENTS DO:** Put away supplies.

4. TEACHER SAY: We have talked a lot about sounds and vibration. Sound is one important way we communicate. But there are times we cannot hear someone. How can you communicate without sound? Let's share some of your ideas.

TEACHER DO: Call on two or three students to share ideas. Acknowledge students' answers, such as writing, making faces, and using hand movements. If students do not respond with sign language, explain sign language as a form of communication. If a video of people using sign language is available, show students. Encourage questions and then demonstrate sign language for students to learn.

 **STUDENTS DO:** Give ideas.

TEACHER SAY: We speak words to communicate. Did you know there is a language for speaking using your hands instead of your voice? Has anyone ever seen sign language being used?

 **STUDENTS DO:** Respond with yes or no.

TEACHER DO: If students have seen sign language being used, ask them to share experiences.

TEACHER SAY: Maybe you have seen sign language being used on television or by a neighbor in your community. Oftentimes sign language will be used at a play or when someone is speaking to a crowd. Let's learn to sign a few words today. We can practice using this language when we need to be quiet in class. First, let's learn how to say thank you.

TEACHER DO: Show students the sign for thank you. Ask students how the sign might represent the feeling of thanking someone. Have students mimic.

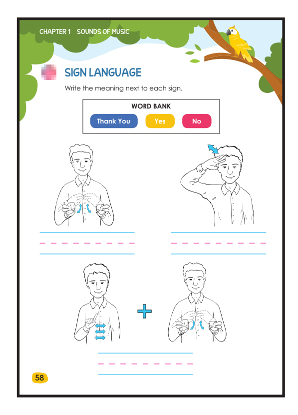
 **STUDENTS DO:** Mimic the sign, "thank you."

TEACHER SAY: Let's learn another sign.

TEACHER DO: Teach at least the signs for "thank you," "yes," and "no." Connect the visual sign to what it means, so students will more easily remember the signs. If time allows and students are interested, teach other signs that might be useful in the classroom.

 **STUDENTS DO:** Mimic the teacher using sign language. Work with partners to help each other sign correctly.

Note to Teacher: Students may develop an interest in sign language. If so, you may choose to continue to learn and use sign language in class as a silent way to communicate while others are working. Remind students that **Thumbs Up** *is one form of sign language that has a similar meaning across many cultures.*





5. TEACHER SAY: It would be fun to teach Sarah sign language. Let's record what we have learned in our student book, so we can teach Sarah and remember later. Turn to the next page in your student book, Sign Language.

 **STUDENTS DO:** Find correct page.

TEACHER SAY: Follow along as I read the directions.

 **READ ALOUD: Write the meaning next to each sign.**

TEACHER DO: Guide students through completing the page, referring students to the word bank for extra support.

 **STUDENTS DO:** Follow along with the teacher.

TEACHER SAY: Practice the new signs you have learned. Then use the word bank to record what each sign means. Share your new signs with your Shoulder Partner.

 **STUDENTS DO:** Complete student page, helping each other as needed.

TEACHER SAY: Sign language helps those who cannot hear communicate with family and friends. Have we answered any of our questions on our KWL Chart? Let's add our answers now.

TEACHER DO: Take out **KWL Chart**. Work with students to add answers and new questions. Sign "thank you" to the students as you thank them orally.

TEACHER SAY: Thank you for learning together today. Please clean up your area and prepare for our closing.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Our student leader will ask you questions. Please respond quietly with the sign language you learned today.

TEACHER DO: Choose a student leader and then guide through three or four yes-no questions that students can answer about what we learned today (or in previous lessons).

 **STUDENTS DO:** Answer questions by signing.

TEACHER SAY: Let's clean up our area for closing. Be sure to thank your partner.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Respond to music with emotions such as sad, happy, scared. • Create music by humming to support a story.	• Emotions	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk

PREPARATION
Collect samples of music or play an instrument. Samples should include music that can be identified with emotions such as happy, sad, and excited.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We have learned so much already. Our student leader today will lead our discussion. Our student leader will use Calling Sticks to choose three students. Listen for the question.

TEACHER DO: Choose a student leader and then ask: What have you shared with your family about sound?

 **STUDENTS DO:** Student leader will lead discussion and others will offer ideas.

TEACHER SAY: Thank you, (student's name). It sounds like everyone learned a lot yesterday.

 **STUDENTS DO:** Leader returns to seat and all prepare for next step in lesson.

2. TEACHER SAY: We have been learning a lot about communication. At the beginning of this chapter, we named music as one way we can communicate. Let's think more about music. How can we use music to communicate? I wonder, how does music make you feel? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk with partners.

TEACHER DO: Prepare music to share with students.

TEACHER SAY: Let's share some of your ideas. How does music make you feel?

TEACHER DO: Prompt students to think about feelings that music inspires. Introduce new words as they are used in students' answers. If possible, have students sing a song that promotes the emotion discussed.

 **STUDENTS DO:** Share ideas.

TEACHER DO: Play different pieces of music. Encourage students to react to the music, including dancing, singing along, and other appropriate behaviors. After each piece of music, stop and discuss. Have students show their emotions, either in actions or facial expression.

 **STUDENTS DO:** Respond to music.

TEACHER SAY: Yes. Music can make us feel happy. It can make us feel sad. It can make us want to dance.

TEACHER DO: Continue the process through at least three musical clips.

TEACHER SAY: We can use music to communicate ideas. When we watch cartoons or movies, music is often playing. The music changes as the story changes.

TEACHER DO: Choose students who are willing to try something creative in front of other students to help with the next activity.

3. TEACHER SAY: Let's try something together. I need four volunteers. I will tell a story. One student will act out the story as I tell it. The other three will hum music they think will help tell my story. Who would like to help us?

 **STUDENTS DO:** Raise hands.

TEACHER DO: Before telling the story, tell each student what they will be doing. One will act out everything Sarah does as you tell the story. For instance, look sad, peek behind a building, and so on. The other three will hum during parts of the story. One will hum a happy tune, the second will hum a sad tune, and the third will hum a scared or suspenseful tune when you point to each. Allow students some time to think about their roles. Tell the following story or make up one of your own. Point to individual students to signal them to begin humming their section of the story.

TEACHER SAY: I will tell you a story about Sarah. Everyone listen as our student leaders help me tell the story.

 **STUDENTS DO:** Listen and watch as student acts out the part of Sarah.

TEACHER DO: Signal to student to hum sad tune. Direct student performing actions to continue throughout the story.

TEACHER SAY: One day Sarah was walking. She was alone. She was sad. Sarah could not find her new friend.

 **STUDENTS DO:** Listen as student hums.

TEACHER DO: Signal student to stop humming. Signal second student to hum scared or suspenseful tune when you read, "peeked behind."

TEACHER SAY: Sarah looked everywhere. She heard a noise. She peeked behind the building. Sarah thought it was someone crying. She looked behind her. It was a dog.

 **STUDENTS DO:** Continue to listen and help tell story.

TEACHER DO: Signal for second hummer to stop and then signal last hummer to begin humming happy tune.

TEACHER SAY: Sarah saw her friend running. The dog was her friend's dog. Sarah and her friend played with the dog as they walked home.

 **STUDENTS DO:** Listen and clap when students finish.

TEACHER SAY: My goodness. You really added to my story. How did the music help tell the story?

TEACHER DO: Choose two or three students to share their ideas.

 STUDENTS DO: Explain.

TEACHER DO: Allow other students to help you with a story. Tell one more story with the help of students. If there is time, have students mix up when they hum the tunes so that it does not match the tone of the story, and ask for reactions.

 STUDENTS DO: Listen to and watch story.

4. TEACHER SAY: **You have heard two stories. Let's work in teams of four to tell a story. One of you will tell the story, one of you will act out the story, and two of you will hum background music that shows emotion in the story.**

TEACHER DO: Choose teams. If students need extra support, provide a few pictures to inspire story ideas or simple sentences for the storytellers to practice reading.

TEACHER SAY: **Work together to make up a simple story. Decide who will do each job. You will share your stories with others after you have had time to practice.**

 STUDENTS DO: Work with teams on stories.

TEACHER DO: Walk around, guiding students as needed. At the appropriate time, bring students back together with **Hands Up** signal. Decide which three teams will perform for and listen to each other.

5. TEACHER SAY: **Let's share your stories next. Each team will join two other teams. You will take turns telling your stories. Does anyone have any questions?**

 STUDENTS DO: Ask any questions for clarification.

TEACHER DO: Group students and allow time for all to perform.

 STUDENTS DO: Perform for each other.

TEACHER DO: Walk around as students perform. Encourage students to thank each other for sharing, using sign language and words.

TEACHER SAY: **Music can tell a story by itself, or it can help us tell a story of emotions. Thank you for helping me tell a story.**

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **We communicated today through storytelling. Tell your Shoulder Partner what you learned today.**

 STUDENTS DO: Discuss learning with **Shoulder Partner**.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Make a drum of recycled material. • Observe evidence of the vibration of a drum. • Develop a pattern of sounds to create music.	• Drum head • Vibration • Pattern	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk • Kazoos For each student: • Small can or other cylindrical container • Balloon cut about half way up, a lid, or more waxed paper • Construction paper, paint or permanent markers to decorate (optional) • Wide tape or rubber band to secure balloon on can • Rice or pebbles

PREPARATION

Choose music samples that will demonstrate different moods. Consider familiar children's music, classical music, and cultural music. If musical instruments are available, music can be played live instead of recorded. Students will be making individual drums today. Make certain all supplies are collected and placed in an area for easy access. Consider whether the drums will be decorated. Cans may be painted, covered with construction paper, or drawn on with magic markers. Cut off the end of the balloon just before the widest part. Practice fitting the balloon over the can, so you will be better prepared to guide students.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's review how we communicate. Work with your Shoulder Partner without talking. Use gestures, facial expressions, and sign language to communicate. See if you can agree on three ways we communicate in class.**

 STUDENTS DO: Communicate silently.

TEACHER SAY: **Excellent. Let's share some of the ways you communicated. Our student leader will choose five students to share silent communication.**

TEACHER DO: Choose a student leader to lead discussion. Remind students that communication will be silent.

 STUDENTS DO: List ways to communicate silently, using gestures.

2. TEACHER SAY: **Thank you, (student's name), for leading our quiet discussion today. We have been thinking and talking a lot about music. Today, we will focus on making more music. Let's start by using our kazoos to make music.**

TEACHER DO: Choose student leaders to help hand out the kazoos. When ready, direct students to practice.

 STUDENTS DO: Practice playing kazoo.

TEACHER DO: Choose two student leaders to lead the playing of a song with the kazoos. If a kazoo or other musical instrument is available, join in by playing along with the students.

 **STUDENTS DO:** Play tune on kazoo.

3. TEACHER SAY: **The kazoos sound very good. Today we will make another musical instrument. We will even make our own songs.**

TEACHER DO: Hand out supplies for students to make drums. If you want students to decorate the drums, facilitate decorating time before building the drum.

TEACHER SAY: **Let's make a drum. It will be important to be good communicators by listening to instructions. You will also work with your Shoulder Partner so that you can help each other.**

 **STUDENTS DO:** Listen to and follow directions.

TEACHER DO: Directions are written for adding a balloon. Adjust directions if using a plastic lid. Have students prepare materials and give instructions for how to stand up the can to start.

TEACHER SAY: **Watch as I demonstrate with (student's name). We will stretch the balloon over the end of the can. We will help each other, stretching gently.**

TEACHER DO: Demonstrate by having one student hold the edges of the balloon on one side while the second person pulls it across the can opening. Show how to secure the cover, either with a rubber band or tape.

 **STUDENTS DO:** Work with **Shoulder Partner** to complete drum.

Note to Teacher: Students will naturally begin testing the drums as soon as they are completed. Embrace this by instructing students to begin using them softly as you see the first few groups finishing.

TEACHER DO: Walk around, assisting as needed. Make certain the balloon is tight over the can. Students can use pencils or crayons as drumsticks. If using pencils, ask students to test if the sound is different for the different ends of the pencil.

TEACHER SAY: **You have all made your own drum. Now, let's see how the drums sound.**

 **STUDENTS DO:** Test drums.

4. TEACHER DO: As students are playing drums, walk around the room giving each pair a small amount of rice or small pebbles. Signal students with **Hands Up** to bring them back together to listen.

 **STUDENTS DO:** Continue playing drums until signal is given.

TEACHER SAY: **I have given all of you some rice/pebbles. Place just a few on the top of your drum. When a give you the signal, tap the drum. What happens to the rice/pebbles?**

TEACHER DO: Signal to students to begin.

 **STUDENTS DO:** Notice that the rice/pebbles bounce on the head of the drum.

TEACHER DO: Walk around, monitoring student action.

TEACHER SAY: **I see all of you have noticed that the rice/pebbles bounce on the head of your drum. Why are they bouncing? Tell your Shoulder Partner what you think.**

 **STUDENTS DO:** Share ideas.

TEACHER DO: Listen to responses. Choose one student who says the balloon is vibrating so the rice/pebbles are jumping to share with the class.

TEACHER SAY: (Student's name), please share your thinking.

 **STUDENTS DO:** Listen to response.

5. TEACHER SAY: Yes, we can see that the balloon is moving or vibrating. Because of the vibration, we can hear the sound. What type of sounds can you make on the drum? Can you make different sounds?

 **STUDENTS DO:** Play drums to make different sounds.

TEACHER DO: Select students to share the sound of the drum. Encourage students to describe the sound in words. Guide students to discover that the sound will be louder or softer depending upon where the drum is struck or if it is struck with the hand or the pencil.

TEACHER SAY: A drum can be played in many ways. Let's use the drum to play music. Please put your pencils down for our next instruction.

 **STUDENTS DO:** Listen for next instruction.

6. TEACHER SAY: We used kazoos to make a tune. We can use drums to make a beat. Let's begin making a pattern with the music. I have a pattern I would like to share. I will play my pattern three times, and then you will play with me.

TEACHER DO: Play a pattern on the drum such as: drum, pause, drum, drum, pause, drum. Have students listen and then play with you. Repeat the pattern if necessary, demonstrating and then having students play.

 **STUDENTS DO:** Listen and play.

TEACHER DO: If students are unfamiliar with beats, explain patterns using a constant pace. Explain and demonstrate that a beat can either make sound (by hitting the drum) or be silent (by pausing). Continue modeling more simple patterns with four to six beats, asking a few students to lead a pattern if appropriate.

7. TEACHER SAY: Nice work drumming patterns together. Now it is your turn to make your own patterns. I will put you in groups of four. Work as a team to create two patterns.

TEACHER DO: Put students in groups of four. Explain that groups should create simple patterns of five beats (hits or pauses) total.

TEACHER SAY: Our patterns are going to have five beats in them. You can choose when to hit the drum and when to pause. Let's count out five beats together. (drum or pause as you count, holding up your fingers to exaggerate the count of five). 1, 2, 3, 4, 5.

 **STUDENTS DO:** Count with teacher, then create patterns on drums.

TEACHER DO: Encourage students to play drums together, creating a beat by developing a pattern that they can all play together. Walk around as students work together to create original music.

Note to Teacher: As students become more comfortable with drumming, or if students have prior experience, they will likely invent more complicated beats. If you have time, extend the creative session by prompting students to imagine beats that show an emotion. What would a happy beat sound like? A calm beat? A sad beat? Allow some open exploration of the drums, and then gently remind groups to also focus on creating two patterns of five beats.

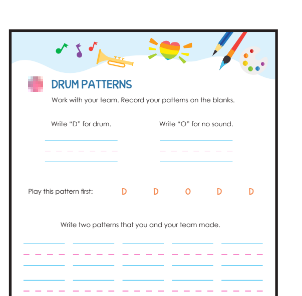
 **STUDENTS DO:** Create a pattern of music in small groups.

TEACHER SAY: I have heard some good drumming. Is there any group who would like to share your tune?

 **STUDENTS DO:** Raise hands to share.

TEACHER DO: Allow as many students as possible to play their instrument for the class.

 **STUDENTS DO:** Play instruments and listen respectfully to each other.



8. TEACHER SAY: Your music is very good. Let's write our tunes so we can play them again tomorrow. Turn in your student book to the next page, Drum Patterns.

 **STUDENTS DO:** Follow along as teacher reads the directions.

 **READ ALOUD: Work with your team. Record your patterns on the blanks.**

TEACHER DO: Using the pattern at the top of the page, **Think Aloud** and model reading and writing a pattern for students. Provide a second example by writing out the pattern you played in the beginning of the lesson. Assist students as needed.

 **STUDENTS DO:** Record original patterns.

TEACHER DO: Determine where the drums can be stored over the next few days along with the kazoos. Direct students to put their names on the drums, store the drums and kazoos, and clean up the area.

 **STUDENTS DO:** Clean up area.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Let's choose a student leader to guide our discussion. Our student leader will ask: How is music used to communicate?

TEACHER DO: Choose student to lead the discussion.

 **STUDENTS DO:** Discuss the question, guided by student leader.

TEACHER DO: Use sign language to thank everyone for participating.

TEACHER SAY: Turn to your group today and thank them. If they are across the room, use sign language to say thank you.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Compare sounds of different hand-made instruments. • Play instruments collectively as a band.	• Shaker • Box guitar	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk • Two cups per student (or other containers, see above), plastic and/or paper • Tape • Assortment of pebbles, dry rice, beans, seeds, popcorn kernels, or other similar items • Cereal or small cardboard boxes • Assortment of large rubber bands, wide and narrow • Audio clip

PREPARATION

If musical instruments are available, bring into classrooms for students to use. Students could also bring in personal instruments to share if appropriate. Prepare an audio clip for students to play along with.

Make a shaker as a demonstration for students. Take two cups, put small pebbles inside the cups, and tape the cups together facing each other. Alternative materials include a can with a plastic lid or a cardboard tube with covered ends.

Cut a large hole in in the middle of each of the boxes (cereal box or other small cardboard box) that will be used to make box guitars.

Make a sample box guitar. Cut a hole in the middle of the box. Spread 3 or 4 rubber bands of different sizes across the length of the box. Pluck the bands to test the sound.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Yesterday we made drums out of cans. Who can share what you have learned about sound and music? Our student leader will lead the discussion.**

TEACHER DO: Choose a student leader.

 STUDENTS DO: Discuss music and sound.

TEACHER SAY: **Thank you, (student's name), for leading the discussion.**

TEACHER DO: Have students help as you hand out the drums.

2. TEACHER SAY: **Let's take out the drums you made last time. Do you remember the patterns you made? Let's practice playing again.**

 STUDENTS DO: Play patterns on drums.

TEACHER DO: Introduce tempo as the use of quick and slow patterns. If you have a student in the class who plays drums, ask the student to lead part of the modeling. Model as you direct the class.

TEACHER SAY: **Your patterns are very good, but can we change the music? What happens if we play slower or faster? What happens if we mix up how we play? I will demonstrate what I mean.**

TEACHER DO: Demonstrate different tempos. Direct students to work in the same groups, adjusting the patterns they imagined in the previous lesson with quicker or slower tempos.

TEACHER SAY: **Work with your team. We will share your music in a few minutes.**

 **STUDENTS DO:** Work together to change tempo.

TEACHER SAY: **Who would like to share?**

TEACHER DO: Invite students to share original patterns and the new tempo. Ask other students to explain how the music has changed.

 **STUDENTS DO:** Listen and explain speed or tempo of music.

3. TEACHER SAY: **We will make two other musical instruments today. Each of them makes a different sound. At the end of the chapter, you will choose one of the four instruments you have made to work on more. You will make one of your instruments even better.**

TEACHER DO: Bring out the supplies to make shakers. Each shaker includes two paper or plastic cups (or alternative containers), tape, and small pieces to put inside the cups. Pieces could include small pebbles, dry rice, beans, seeds, metal nuts, or popcorn kernels. If possible, have a variety of sizes of cups or containers made from both plastic, paper, and/or metal. Make enough available for students to choose.

TEACHER SAY: **You will make a shaker like mine. Listen as I demonstrate my instrument. Think about what you hear.**

TEACHER DO: Demonstrate making music with the shaker. Do not tell what you have put inside the cups. Allow or ask for comments.

 **STUDENTS DO:** Comment on shaker, guessing what is inside.

TEACHER DO: Show students what is inside your shaker if it is easy to disassemble.

TEACHER SAY: **First, you will choose two cups to use. You can also choose which of the objects to put inside your cup. Then tape the outside of the cups together.**

TEACHER DO: Show students all the choices of materials. If there are limited supplies, let students know. Some may want to mix pieces inside the cups. Decide if this will be acceptable or not. Demonstrate putting the shaker together.

 **STUDENTS DO:** Listen to and follow instructions.

TEACHER SAY: **You have had lots of experiences with sound. Think about the sound you want. Do you think pebbles and rice will sound the same? Do you think plastic and paper cups will sound the same?**

 **STUDENTS DO:** Think about sounds that will be made.

TEACHER SAY: **Talk with your Shoulder Partner. You will help each other make your shakers. What should you choose?**

 **STUDENTS DO:** Talk with partners to decide how to make shakers.

TEACHER DO: Distribute or make supplies available to students. Walk around as students work with partners to create shakers.

 **STUDENTS DO:** Make shakers and practice.

TEACHER DO: Decide if students can modify shakers by adding or subtracting pieces inside the cups. This will be a good time for students to practice designing and redesigning with purpose.

4. TEACHER SAY: All of you have made your shakers. Let's play some music and we will play our shakers along with the music.

TEACHER DO: Play or sing a favorite song.

 **STUDENTS DO:** Play shakers to music or singing.

TEACHER SAY: You make a very good band. Let's put our shakers aside for now. We have one more instrument to make for our band.

5. TEACHER DO: Bring supplies out to make box guitars. Share the box guitar you made as a sample.

TEACHER SAY: When you made the shaker, you thought about the sound you would make. You have also used rubber bands to think about sound. Use what you know to help you make a box guitar.

 **STUDENTS DO:** Listen as teacher guides thinking.

TEACHER SAY: You will have different sizes of rubber bands to choose from. Do you think rubber bands of different sizes will sound the same? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk with **Shoulder Partner**.

TEACHER SAY: Let's choose a new partner to work with to make the box guitar. Hands Up, Pair Up to find a new partner. I will count down from 5. 5, 4, 3, 2, 1, 0.

 **STUDENTS DO:** Choose new partner and prepare for directions.

TEACHER DO: Walk around, showing students the sample box guitar. Pluck the rubber bands so students can hear your instrument. Give guidance on how to put the box guitar together.

TEACHER SAY: Work with your partner to build your box guitars. Think about the sounds you want to make.

 **STUDENTS DO:** Work together to make box guitars.

TEACHER DO: Walk around, helping students as needed.

6. TEACHER SAY: Now that everyone has a guitar, let's make a band. I will play music again. Play your box guitar along with the music.

 **STUDENTS DO:** Play in guitar band.

TEACHER SAY: Let's divide the room in half. One half of you will play your box guitar. The other half will play your shaker.

TEACHER DO: Play music for students to accompany, assigning sides of the room to an instrument. Then change sides, so both sides of the room have the opportunity to play both instruments. If possible, play tracks with quick and slow tempos and ask students to describe the difference.

 **STUDENTS DO:** Play music together.

TEACHER DO: Determine where students should put box guitars and supplies as they clean up the area. Make certain students' names are on the box guitars. Direct students where to put the new instruments.

TEACHER SAY: Excellent. Let's clean our area now for closing.

 **STUDENTS DO:** Clean area.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **What did you learn while making your instruments today? Our student leader will choose three people to share.**

TEACHER DO: Choose student leader.



STUDENTS DO: Share learning.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify ways animals communicate. • Use mathematical clues (addition and subtraction up to 20) to find answers about animal communication. • Classify information about animal communication.	• Animals • Communication • Sounds • Body Language	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk

PREPARATION
If possible, find videotapes, digital images, or books about animals. Allow time at the end of class for students to research using these resources.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: In our last lesson, you made a box guitar. Let's choose our student leader for today. The leader will use Calling Sticks to choose three students who will share ideas. Did all of the rubber bands sound the same? Why or why not?

TEACHER DO: Use **Calling Sticks** to choose the student leader. Remind the leader of the question for discussion: Did all of the rubber bands sound the same? Why or why not?



STUDENTS DO: Lead student poses question, using **Calling Sticks** to choose other students to answer.

TEACHER SAY: Thank you, (student's name) for leading our discussion. We have been learning so much about communication. We have been exploring sounds and music, but we are also learning other ways to communicate. Who can remember another way we communicate?



STUDENTS DO: Offer ideas.

2. TEACHER SAY: I have a question for you to start our lesson today: Do you think animals communicate? Talk to your Shoulder Partner.



STUDENTS DO: Discuss with **Shoulder Partner**.

TEACHER SAY: I am eager to know what you think. If you think yes, animals communicate, sign YES to me. If you think no, sign NO.



STUDENTS DO: Vote using sign language.

TEACHER SAY: Animals can in fact communicate. Today we will investigate HOW animals communicate. Let's start by naming the noises that we hear animals making. When I say the name of an animal, you make the sound. Then we will agree on what to call that sound. We will start with a cat.

 **STUDENTS DO:** Make the sounds of a cat.

TEACHER SAY: You are very convincing cats. What word do we use to describe that sound?

 **STUDENTS DO:** Offer ideas.

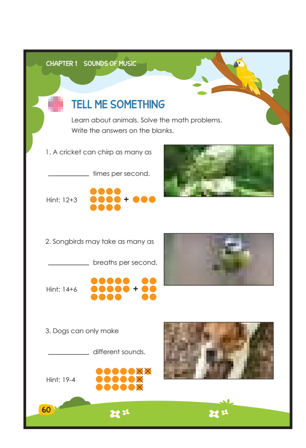
TEACHER DO: Continue through a list of common animals and sounds, having students act out each sound. Name each sound with the appropriate local term.

3. TEACHER SAY: Now, let's think about your pets or animals you may have seen in a zoo. What are some ways you have seen animals communicate with each other besides just making the sound we mentioned?

TEACHER DO: Use **Calling Sticks** to select seven or eight students to respond. Record answers on chart paper. Divide chart paper into three columns: Animal, How Animal Communicates, What it Means. During the discussion, prompt students to guess what they think certain types of communication means. For example, tiger/growls/stay away.

 **STUDENTS DO:** Share ideas with class.

TEACHER DO: Extend the discussion by sharing video clips, digital images, or books about animals communicating. Use to prompt student discussion.


CHAPTER 1 SOUNDS OF MUSIC

TELL ME SOMETHING

Learn about animals. Solve the math problems. Write the answers on the blanks.

1. A cricket can chirp as many as ______ times per second.

Hint: 12+3

2. Songbirds may take as many as ______ breaths per second.

Hint: 14+6

3. Dogs can only make ______ different sounds.

Hint: 19-4

60

4. TEACHER SAY: We have a good list started of ways that animals communicate. There are some other interesting ways that animals communicate. Open your student books to the page, Tell Me Something.

 **STUDENTS DO:** Open student books to the page, Tell Me Something.

 **READ ALOUD: Learn about animals. Solve the math problems. Write the answers on the blanks.**

 **STUDENTS DO:** Read along with the teacher.

TEACHER DO: Read each statement, repeating if necessary. Direct students to solve the problem and write answers in each blank space. Allow students to complete each math problem before moving on to the next statement. Provide additional support to suit the needs of your students. You may want to model problems for the entire class.

 **STUDENTS DO:** Solve the math problems.

TEACHER DO: After solving each problem, read the statement with the answer in the blank along with students. Discuss the answer and allow students to react. Focus students' attention on communication by asking after each problem, "How does the (name of animal) communicate?" To extend the activity, guide students to think about what it would be like if humans communicated in these ways. Compare animal communication to human behavior.

 **STUDENTS DO:** Listen, solve problems, and discuss answers.

TEACHER SAY: Thank you for working together on the problems. Let's close our books for now.

 **STUDENTS DO:** Put away books.

TEACHR SAY: There are many ways animals can communicate. Do you remember when we learned sign language?

 **STUDENTS DO:** Respond, "yes."

5. TEACHER SAY: Koko, a famous gorilla, learned more than 1,000 signs in sign language. Whales leap out of the water to communicate with other whales. Fireflies glow so they can attract another firefly.

Let's look at the chart we made when we started this lesson. We can label the different kinds of communication. Let's label these as sounds or body language.

TEACHER DO: Read the chart aloud. Ask students if an entry describes a sound or body language/non-verbal communication. Use a marker to label the chart.

 **STUDENTS DO:** Classify information about animal communication.

6. TEACHER SAY: Let's also return to our KWL Chart to finish recording our thoughts. Is there anything on our animal communication chart that should be added to the KWL Chart?

TEACHER DO: This is the last opportunity to complete the chart. Guide students to final answers and clarifications.

 **STUDENTS DO:** Suggest additions to complete the **KWL Chart**.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we investigated how animals communicate. What was your favorite part about today's activity? (Student's name), please lead our closing discussion for today.

 **STUDENTS DO:** Share favorite part of today's activity, led by student leader.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Redesign a musical instrument. • Collaborate to choose a musical piece to perform. • Practice performing as a band.	• Design • Pattern • Band • Perform • Concert	• Art supplies such as straws, string, paper towel rolls, paper, scissors, glue, markers, crayons, plastic wrap, and assorted cans • If available, books on simple musical instruments from the library • Digital images and video clips of simple musical instruments • Audio clip of whale sounds

PREPARATION

Make sure the instruments students have made previously in the chapter are available for this lesson. Gather the suggested art supplies and decide where they will be located in the room (a central location? spread out among tables?). If you can locate books, digital images, or videos about simple musical instruments, use them as needed to inspire student creativity.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Today we will review emotion as we prepare music for our concert. What types of emotion do you hear in music?**

TEACHER DO: Choose student leader to lead discussion.

 STUDENTS DO: Share ideas about the connection between music and emotion.

TEACHER SAY: **Very good. Thank you for reminding us about emotion in music. Now, who remembers what a concert is?**

 STUDENTS DO: Respond with definition.

2. TEACHER SAY: **A concert is a time when people come together to hear music being played. You will work with a group to choose music and the instruments you will play. Your group will be your band.**

TEACHER DO: Decide whether you will assign groups or allow students to choose their groups. Be aware of any students who may struggle with group work. Find supportive groups for these students and assist students in joining them.

TEACHER SAY: **Please sit with your group. You will work together as a band. First, decide on a name for your band.**

 STUDENTS DO: Sit in a circle and choose a group name.

TEACHER SAY: **You now have a name for your band. Think about what instrument each of you will play. Who can remind us of the four instruments we have created?**

 STUDENTS DO: Name the four instruments.

TEACHER SAY: **That is right. We created a kazoo, a drum, a shaker and a box guitar. You can all play the same instruments or different ones. Discuss with your band.**

 STUDENTS DO: Work as a group to determine which instruments will be played in the band.

3. TEACHER SAY: **We will prepare for our concert today by making our instruments better. Let's Brainstorm. Think of the instrument you will play today. What is one thing you could do to make it better?**

TEACHER DO: Encourage whole-class discussion of ideas. For example, what would happen if you change the size of your drum? How will the sound be different if you change what is inside your shaker? Will making your kazoo longer or shorter change the sound?

TEACHER SAY: **You have some wonderful ideas. Now, tell your band about your ideas.**

 STUDENTS DO: Talk with groups to decide how to improve instruments.

Note to Teacher: Set up a central area in the room for students to select materials and access their original instruments. If instruments have been damaged, suggest that students make a new one with the improvement built in.


INSTRUMENT PLANNING
Draw the materials you will need. Draw your new instrument.
MY MATERIALS
MY NEW INSTRUMENT
61

4. TEACHER SAY: **The art materials are located ________. Let's make a plan before we get our materials. Open your student book to the page, Instrument Planning. Does anyone remember one thing we can do to plan?**

 STUDENTS DO: Open student books to correct page and offer ideas on how to plan, such as draw, and list materials.

 READ ALOUD: **Draw the materials you will need. Draw your new instrument.**

 STUDENTS DO: Read along as the teacher reads the directions.

TEACHER SAY: **When you finish your plan, show your book to me. Then you can get your materials to start making your instrument better.**

TEACHER DO: Prompt students to think about needed materials. Allow students to go to the area you set up with supplies to look at what is available. Encourage students to add as much detail to the drawings as possible.

5. TEACHER SAY: **Now that you have a plan, you will have time to make changes to your instruments. Please remember to clean your workspace as you finish. Return any unused materials to the art area. When you are finished, try out your instrument.**

 STUDENTS DO: Improve and test a musical instrument.

TEACHER DO: As you circulate around the room, prompt students to think about the sounds the instrument will create. Offer assistance when needed for cutting materials. Encourage students to practice when finished. Ring **Bell** or use **Hands Up** signal to get students' attention for the next stage of preparation.

Note to Teacher: You will need a box or a bin to collect and store the musical instruments by group. Be sure to label the boxes for easy distribution in the next lesson. Remember to embrace the chaos. The classroom may be noisy, and students may be up and moving around. This can be a good sign of creativity and collaboration.

TEACHER SAY: **It is time to put together the music you will play. We have thought about many forms of music. What emotion will your music communicate? Talk with your team.**

 STUDENTS DO: Talk with groups.

TEACHER SAY: Let's share some of your ideas. Take a minute to discuss your idea for a musical piece. Listen to each other and be respectful.

 **STUDENTS DO:** Discuss ideas with the whole group.

TEACHER DO: Talk through some of what has been learned to give structure to this conversation. Suggestions include: Will your music be loud or soft? Quick or slow? What kind of pattern will you use?

6. TEACHER SAY: Create your musical piece together. It may be a tune we all know or something you make up. Once you decide, practice with your band.

 **STUDENTS DO: Brainstorm** and practice.

TEACHER DO: Allow time for students to practice. Guide and support students as needed so all are ready to perform. Hand out storage boxes to each group as they practice. Use an **Attention Getting Signal** to end the practice time.

TEACHER SAY: Thank you for giving me your attention. As we clean up, please place your musical instruments in the box I gave each group. Tomorrow, you will play your musical piece for the class.

 **STUDENTS DO:** Clean up classroom.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we worked hard to make our musical instruments better. What did you learn as you made changes today? (Student's name), please lead our closing discussion for today.

 **STUDENTS DO:** Share favorite part of today's activity, led by student leader.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Share musical instruments in a concert. • Provide feedback to other students.	• Concert • Musical piece	• Student instruments • Student book • Crayons



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Call a student to lead opening discussion. The student leader should call on three others to share their thoughts. You can choose to have the student leader use Calling Sticks. If not, allow the leader to call on three volunteers.

TEACHER SAY: **(Student's name), please lead our opening discussion. Our questions today are: What was difficult about making an instrument? What was easy about making an instrument?**

 STUDENTS DO: Share thoughts about making instruments.

2. TEACHER SAY: **Thank you, (student's name), for leading our discussion today. Today we will share our music. Before we begin our concert, let's share our instruments. Please sit in a circle with your instrument and your group.**

 STUDENTS DO: Sit in circles with groups and instruments.

Note to Teacher: If you have invited guests for the final day, have them join groups with students to hear about how instruments were made and improved.

TEACHER SAY: **Please take turns. Listen and respect each other. Show everyone in your group your instrument. Describe how it works and how you made it better.**

 STUDENTS DO: Share instruments in groups.

TEACHER DO: Circulate around the room. Encourage students to use descriptive words while presenting their instruments.

3. TEACHER SAY: **Well done. This time, go around the circle and comment on someone's instrument. Choose someone's instrument and tell them one thing you like. Start your sentence with, "I like." Then ask one question. Start your question with, "I wonder."**

Here's my example: I LIKE (student's name) instrument because it makes a really funny sound. I WONDER if it would be louder if (student's name) made a bigger hole. It is your turn to practice. Repeat after me: I LIKE. I WONDER.

 STUDENTS DO: Repeat, "I like" and, "I wonder."

TEACHER SAY: **Great. Please share your comments with your team.**

 STUDENTS DO: Provide feedback to classmates.

4. TEACHER SAY: Artists like to receive comments about their work. Thank you for sharing your comments with each other. Let's take a few minutes to practice. Then we will have our concert.

 STUDENTS DO: Practice together in groups.

TEACHER SAY: Now, it is time for our concert. When I call your group, please come to the front to perform your musical piece.

TEACHER DO: Call each group to the front to play. Encourage applause after each group. Remind students of respectful listening habits.

 STUDENTS DO: Perform music. Support other performers.

5. TEACHER SAY: Thank you for a lovely concert. I like how you all worked together. I wonder who will become a famous musician one day.



Let's finish our chapter, "Sounds of Music," by thinking about our day. Open your student book to the page, Our Band.

 STUDENTS DO: Turn to the page, Our Band.

TEACHER SAY: Follow along as I read the directions.

 READ ALOUD: **Think about what you have learned. Answer the questions. Color in the number of stars that show how well you and your team worked.**

 STUDENTS DO: Follow along as the teacher reads the directions.

TEACHER DO: Guide students through each question to review the page Our Band.

 STUDENTS DO: Complete the student page as the teacher leads.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I will use the Calling Sticks to choose our student leader. The student leader will help us discuss what instrument Sarah should play and why.

TEACHER DO: Choose a student leader using the Calling Sticks.

 STUDENTS DO: Discuss what instrument Sarah should play.

TEACHER SAY: Thank you for all of your hard work in this chapter. Your music today made me very happy. Turn to your band and thank them for working with you. You can use words or sign language.

 STUDENTS DO: Express gratitude to bandmates.

KINDERGARTEN II

Multidisciplinary

COMMUNICATION

Chapter 2: Stories We Tell in Art

Theme Overview

Stories We Tell in Art

COMPONENT	DESCRIPTION	LESSONS
Discover	Students engage in exploring art through the continuing narrative about Sarah. Students predict events in the story and offer suggestions about supplies for an art kit. As students explore various art media available in the classroom, they discover shades within color and shapes within nature.	3
Learn	Students create different forms of art using available media. Students give and receive peer feedback. Students design an invitation and represent an imaginary land through three-dimensional artwork.	5
Share	Students choose two best pieces of art created in class, incorporating peer feedback into the decision. Students host an art show where they present and informally discuss artwork with visitors.	2

Connection to Issues



Citizenship: We develop a sense of loyalty and belonging to our homes, families, and communities. We have rights in these places, and we also have duties to care for our spaces.

Communication

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Foundational Skills: Print Concepts
- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Recognize that spoken words are represented in written language that follows rules.

Foundational Skills: Phonological Awareness
- With support, read emergent-reader texts with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of text.

Phonics and Word Recognition
- Read common, high-frequency words.

Reading Comprehension: Literature
- Ask about key details with prompting and support.
- Ask and answer questions about unknown words in text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend literature of appropriate complexity for KG2.

Reading Comprehension: Informational Text
- Use the illustrations and details in a text to describe its key ideas.
- Know and use various text features to locate key facts or information in text.
- With prompting and support, read and comprehend informational text appropriately complex for KG2.

Language: Vocabulary Acquistion and Use
- Understand and use question words.
- Use words and phrases acquired through conversation, reading, and being read to.

WRITING:

Foundational Skills
- Write high-frequency words.
- Arrange words to form sentences.
- Form sentences of two or three words.

Narrative
- Recall information from experiences.

Process, Production, and Research
- Orally produce complete sentences in shared language activities.

SPEAKING AND LISTENING:

Foundational Skills
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Add drawings or other visual displays to descriptions to provide additional detail.
- Express thoughts, feelings, and ideas clearly.

MATH:

Operations and Algebraic Thinking
- Add and subtract within 20 using strategies such as
  - Using objects or drawings to represent a problem.
  - Decomposing numbers into pairs in more than one way (e.g., 5=2+3 and 5=4+1).
  - Finding the number that makes 10 when added to any number 1 to 9.

Measurement
- Compare orally between length and weight and size using longer than/shorter than, heavier/lighter, bigger/smaller.

SCIENCE:

Skills and Processes
- Raise questions about the world around them.
- Design and make things with simple tools and a variety of materials.

Earth and Space
- Investigate objects in the environment.

Engineering Design and Process
- Develop an understanding of the characteristics and scope of technology.

SOCIAL STUDIES:

Civics
- Communicate effectively with others.
- Work with others to solve problems (in the classroom, school, and community).
- Differentiate between acceptable and unacceptable behaviors.
- Demonstrate respect for customs and traditions.
- Communicate politely with others, using vocabulary such as please and thank you.

ART:

Sculpting

Developing Imagination
- Create artwork from own imagination.

APPLIED ARTS AND HANDICRAFTS:

Using Materials from the Surrounding Environment
- Create simple artwork to express feelings (e.g., wall hanging, crown).
- Produce unique artworks using materials from the surrounding environment.

PRINTING

Printing and Colors

- Use a variety of objects to print different shapes and textures.

ECONOMICS AND APPLIED SCIENCE:

Dress Sense and Handicrafts

Importance of Clothes

- Invent clothes for famous figures using different materials.
- Create simple works of art using materials available in the surrounding environment.

VOCATIONAL FIELDS:

Industrial Jobs

Respecting and Maintaining the Environment and Self

- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Identify relationships between digital information and self.
- Use digital technologies (i.e., computer) appropriately to support learning.
- Use a variety of digital tools to produce and publish writing and art with guidance and support (e.g., painting software).

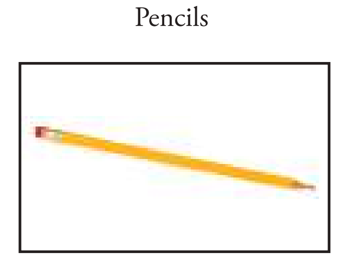
CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Predict events in a story. • Identify shades of a color.
2	**DISCOVER: Students will:** • Compare the use of art media to blend colors. • Determine which art media may be best for an art kit. • Explore use of available art media.
3	**DISCOVER: Students will:** • Create a work of art using fingerprints to depict nature. • Consider shapes as they appear in nature.
4	**LEARN: Students will:** • Create artwork using shapes. • Critique and give peer evaluation of artwork. • Write a journal entry to explain artwork.
5	**LEARN: Students will:** • Orally tell a story about a piece of artwork. • Describe setting, events, and people in a piece of artwork. • Invent clothes for famous figures using different materials.
6	**LEARN: Students will:** • Create a self-portrait using a specific medium. • Add details to self-portrait to communicate about self. • Give and receive peer feedback about artwork.
7	**LEARN: Students will:** • Design an invitation to the art show. • Cooperate to make an imaginary land diorama. • Use play dough to create three-dimensional imaginary plants and animals.
8	**LEARN: Students will:** • Create artwork about friends. • Practice communicating in small groups. • Discuss the importance of friendship.
9	**SHARE: Students will:** • Choose best artwork to display and explain the choice. • Critique another student's artwork.
10	**SHARE: Students will:** • Present to peers about choices made in creating artwork. • Demonstrate proper etiquette with guests. • Reflect on learning during the chapter.

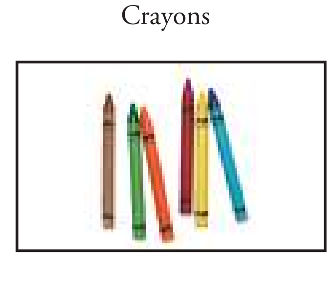
Materials Used

Student book

Pencils



Crayons



Tape



Blackboard or chart paper



Chalk or markers for board

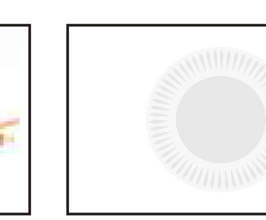


Markers

Extra paper



Assorted art supplies



Paper plates or card stock

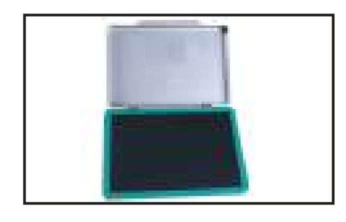
Towels or paper towels for cleanup



Play dough (recipe provided if needed)



Stamp pads (optional)



Stamps, or cut food as detailed in preparation for Lesson 4

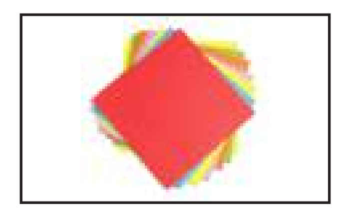
Books about famous Egyptians

Portraits of famous Egyptians

Shoeboxes



Construction paper (assorted colors)



Assorted natural objects (pebbles, twigs, leaves)







Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Predict events in a story. • Identify shades of a color.	• Art show • Artwork • Journal • Shade	• Student book • Pencils • Crayons • Board or chart paper • Markers

PREPARATION

To prepare for Lesson 7, collect shoeboxes through-out the chapter.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell students they are beginning a chapter of study called, "Stories We Tell in Art."

TEACHER SAY: Do you remember what theme we are studying?

 **STUDENTS DO:** Respond: Communication.

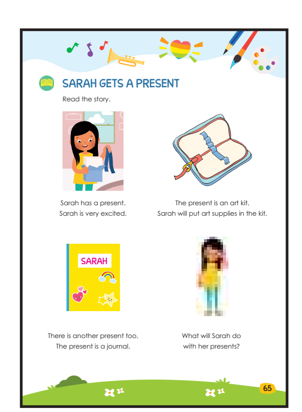
TEACHER SAY: Yes. In our last chapter, we learned that music is a form of communication. Today we will begin a new chapter learning about communication. Our new chapter is named, "Stories We Tell in Art." What do you think "Stories We Tell in Art" might mean?

 **STUDENTS DO:** Share ideas about what the chapter title means.

TEACHER DO: Listen to students' ideas.

TEACHER SAY: We learned in our last chapter that we can communicate through music. Do you think we can communicate through art? Talk to your Shoulder Partner. Explain your thinking.

 **STUDENTS DO:** Share ideas.



TEACHER DO: Listen to students' ideas. Listening will give you a sense of students' background experiences and knowledge.

TEACHER SAY: At the end of this chapter, we will host an art show to communicate our ideas through art. To begin our new chapter, let's find out what our friend Sarah is doing.

2. TEACHER SAY: Open your student book to the page, Sarah Gets a Present. Let's start by looking at the illustrations on the page. Talk to your Shoulder Partner. What do you think will happen in the story?

 **STUDENTS DO:** Make predictions with their **Shoulder Partner**.

TEACHER SAY: Let's read our story about Sarah. First, circle all the words you know in the story.

STUDENTS DO: Circle known words.

TEACHER SAY: **It is fun to be able to read words. I will read the story now. Follow along with me. Point to the words as I say them. We will stop along the way to talk about the story.**

STUDENTS DO: Listen, read aloud when able, and point to words.

READ ALOUD: **Sarah has a present. Sarah is very excited.**

TEACHER SAY: **Everyone, act out the emotion Sarah has in the story.**

STUDENTS DO: Show excitement.

TEACHER SAY: **What do you think Sarah's present is?**

STUDENTS DO: Predict.

TEACHER SAY: **Let's find out what her present is.**

READ ALOUD: **The present is an art kit. Sarah will put art supplies in the kit.**

TEACHER SAY: **Did anyone predict that the present was an art kit?**

STUDENTS DO: Raise their hands in response.

TEACHER SAY: **Do any of you have an art kit at home?**

STUDENTS DO: Raise their hands in response.

TEACHER SAY: **If you would like to share what is in your art kit, raise your hand. I will call on a few of you to share.**

STUDENTS DO: Raise their hands to share.

TEACHER DO: If there is no one who has an art kit, ask students what might be in an art kit.

TEACHER SAY: **Let's read more of Sarah's story.**

READ ALOUD: **There is another present too.**

TEACHER SAY: **What do you think the second present is?**

STUDENTS DO: Share ideas as a group.

TEACHER SAY: **Let's find out if you are right.**

READ ALOUD: **The present is a journal. What will Sarah do with her presents?**

TEACHER SAY: **Sarah must be so excited. Can anyone explain what a journal is? You all have math journals—think about what you use your journal for in math class. Look at the illustration for clues if you are not sure.**

STUDENTS DO: Guess what a journal is used for.

TEACHER SAY: **A journal is a book to write or draw in. If you had a journal, what would you write in it?**

STUDENTS DO: Share ideas as a group.

TEACHER SAY: **Great ideas. Sarah is going to have so much fun with her art kit and journal. We will be learning about art and keeping a journal alongside Sarah.**

3. TEACHER SAY: You have had many experiences this year creating art. Let's think about all of your work. What have you learned about using color in your art?

 **STUDENTS DO:** Share the ways color is used in art.

TEACHER SAY: You have learned to mix colors and to think about the best colors for what you are drawing. Today we will review by looking at color all around us.

TEACHER DO: If possible, take students outside or on a walk through the school building. Begin in the classroom. Have students point out the different colors they see. Guide students to compare different shades of colors, as suggested in the conversation below.

4. TEACHER SAY: We are going on a hunt for color. Let's start in the classroom. What colors do you see in the classroom?

 **STUDENTS DO:** Look around and begin naming colors.

TEACHER SAY: I hear [green used as example]. Are all the green colors the same?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: I see a few objects that are green. Can you describe how the color of the green (green item) and the green (second green item) are different?

TEACHER DO: Point to a green object and describe it by comparing it to something else. For example, "This is the same color as my shirt," or, "I see this color in the poster."

 **STUDENTS DO:** Try to describe color by comparing.

TEACHER SAY: We call the different versions of the same color, "shades." When you describe an object as, "light green," it is a shade of green. If you say, "dark green," that is also a shade of green.

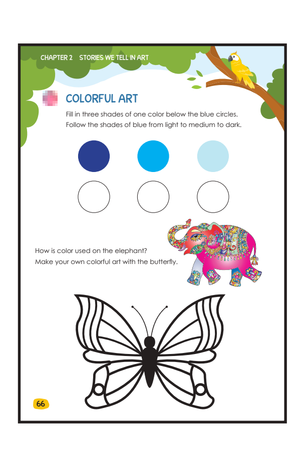
TEACHER DO: To reinforce, point out a light green object and a dark green object. Then ask students to label two more objects "light" and "dark." Find another color in the room with multiple shades. Have students identify objects and then describe as darker and lighter shades of the same color. Continue to emphasize the word "shade" as students describe objects with color.

5. TEACHER SAY: You did a great job hunting for colors in our classroom. Now, let's go on a color walk. We do not want to disturb others, so walk very quietly with a partner. When you see colors, Whisper to your partner what you see. See how many colors you can describe.

TEACHER DO: Pair students, either with **Hands Up, Pair Up** or another way to make certain students will work well together on the walk. The walk can be through the building, in hallways, outside, or wherever students may see a variety of colors.

 **STUDENTS DO:** Walk and **Whisper** with partners.

6. TEACHER DO: When you return from the color walk, direct students to take out the student book.



TEACHER SAY: We saw many colors on our color walk. I also heard some good descriptions of shades of color. Let's turn to the page, Colorful Art, in your student book.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: First, talk to your Shoulder Partner about the three circles you see at the top. Describe the shades of color.

 **STUDENTS DO:** Describe the colors using darker and lighter.

TEACHER SAY: These are like the colors we saw on our color walk. Now it is your turn. Let's read the directions.

 **READ ALOUD: Fill in three shades of one color below the blue circles. Follow the shades of blue from light to medium to dark.**

TEACHER SAY: Choose one color crayon, and practice making three shades of the color in the circles. Make one light, another a little darker for a medium color, and the third even darker.

 **STUDENTS DO:** Color in circles.

TEACHER SAY: Share your colors with your Shoulder Partner. Be sure to describe your circles using the shade words you have learned.

 **STUDENTS DO:** Share with **Shoulder Partner**.

TEACHER DO: Walk around the classroom, making certain students are able to show and verbalize different shades of the same color.

TEACHER SAY: Let's look at the pictures on the page, Colorful Art, now. When we were on our walk, we saw many colors. Talk to your Shoulder Partner again. What do you notice about the two pictures on this page?

 **STUDENTS DO:** Discuss the two pictures.

TEACHER SAY: I will read the directions. Follow along with me as I read.

 **READ ALOUD: How is color used on the elephant? Make your own colorful art with the butterfly.**

TEACHER SAY: Who can share how color is used on the elephant?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Lead students to discuss the variety of color, shades, and symbols, as well as how the drawing makes the students feel.

TEACHER SAY: Do you see any shades of color on the elephant? The same color but lighter or darker?

 **STUDENTS DO:** Share their observations.

TEACHER SAY: The next picture of the butterfly is waiting for you to add color. How can you make the butterfly colorful like the elephant? Talk with your Shoulder Partner before we talk as a group.

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.

TEACHER SAY: I heard some good ideas. Let's share with the whole group so we can all get new ideas.

TEACHER DO: Guide students to think about using the lines to separate color. Demonstrate various ways color can be added to the pictures, such as pressing lightly or harder to get different shades of the same color. To extend this challenge, have students choose only two colors for the butterfly, and encourage them to use shades to create variation.

 **STUDENTS DO:** Share ideas with the whole group.

TEACHER SAY: Let's color our picture now. Take your time to stay in the lines and make the butterfly colorful.

 **STUDENTS DO:** Color the butterflies.

TEACHER DO: Observe students' work. Do not worry if students do not stay inside the lines and encourage student creativity. Bring students' attention back together when they are finished.

7. TEACHER SAY: I see many colorful butterflies. We could have a butterfly garden. Let's share our colorful butterflies with others in the room. We will do Hands Up, Pair Up a few times. Explain to your partner why you chose to color the butterfly as you did. Explain the colors and shades you chose to use.

 **STUDENTS DO:** **Hands Up, Pair Up** and work with partners.

TEACHER DO: Observe sharing and repeat the process one or two times.

TEACHER SAY: I can see you are proud of your work. Let's put away our student books and crayons now. Get ready for our closing discussion.

 **STUDENTS DO:** Clean up their areas.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Tell your Shoulder Partner what you will tell your family about our new chapter.

 **STUDENTS DO:** Share with their **Shoulder Partner**.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Compare the use of art media to blend colors. • Determine which art media may be best for an art kit. • Explore use of available art media.	• Medium • Shading • Blend	• Student book • Pencil • Markers • Half sheets of paper • Extra paper Art supplies according to availability: • Paint (yellow, blue, red) • Watercolors • Chalk • Crayons • Colored pencils • Cotton swabs • Paper towels • Water • Paper plates



PREPARATION

This will be a day of exploration. In this lesson, you will lead a discussion of art materials in the classroom. Instruction could be guided by the teacher with all students using the same medium at the same time. Another alternative is to prepare art stations around the room, so students can explore the different media on their own. You may want to invite volunteers into the classroom to help students.



Discover (90 minutes)

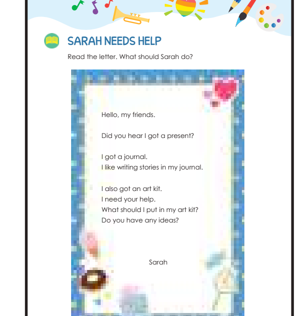
Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **We read another story about Sarah in our first lesson. Who will help us remember what happened in the story? Our student leader will lead the discussion.**

TEACHER DO: Choose student leader.

 STUDENTS DO: Share Sarah's story when called on by the student leader.



SARAH NEEDS HELP

Read the letter. What should Sarah do?

Hello, my friends.

Did you hear I got a present?

I got a journal.
I like writing stories in my journal.

I also got an art kit.
I need your help.
What should I put in my art kit?
Do you have any ideas?

Sarah

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2. TEACHER SAY: **Thank you for helping us today, (leader's name). Sarah has sent us a letter. Let's find out what she needs. Open your student book to the next page, Sarah Needs Help.**

 STUDENTS DO: Open their books.

TEACHER SAY: **Follow along as I read the directions.**

 READ ALOUD: **Read the letter. What should Sarah do?**

 STUDENTS DO: Follow along as the teacher reads.

TEACHER SAY: **The title of this page tells us that Sarah needs help. What kind of help do you think Sarah needs?**

 STUDENTS DO: Share what Sarah may need.

TEACHER SAY: **Before I start reading, look at the words. Circle any words you already know.**



STUDENTS DO: Circle familiar words.

TEACHER SAY: Now, let's read the letter together. Follow along as I read.

TEACHER DO: Point to the words as you read. If possible, display the page for all students to see.

READ ALOUD: Hello, my friends. Did you hear I got a present? I got a journal. I like writing stories in my journal.

STUDENTS DO: Follow along as the teacher reads.

TEACHER SAY: What did you predict Sarah would do with her journal? Did you think Sarah would write stories?

STUDENTS DO: Respond.

TEACHER SAY: Let's read the rest of the letter.

READ ALOUD: I also got an art kit. I need your help. What should I put in my art kit? Do you have any ideas? Sarah

STUDENTS DO: Follow along as the teacher reads.

TEACHER SAY: What do you think? Does anyone have any ideas? What can Sarah put in her art kit?

STUDENTS DO: Raise their hands.

3. TEACHER SAY: This is a good time to talk with a partner. Hands Up, Pair Up to find a new partner. Talk about what you would put in an art kit.

STUDENTS DO: Hands Up, Pair Up and talk about what Sarah could put in her art kit.

TEACHER DO: Walk around the classroom listening to discussion. If students need more context for the question, explain that an art kit is a box Sarah can take out when she wants to create art at home, or she can take it with her on a trip. The question is intentionally open ended. There is not one correct answer.

TEACHER SAY: Thank you for sharing with your partner. Please be seated.



STUDENTS DO: Return to their seats.

4. TEACHER SAY: I heard some very good discussions. Let's think about this while we work today. We will explore different materials and media today. Think about what I just said. We will explore different materials and media today. What do you think a medium is?

STUDENTS DO: Share ideas about what a medium may be.

TEACHER SAY: A medium is what we use to create art. One medium is crayons. Another is markers. Can anyone help us think of other media?



STUDENTS DO: Share ideas.

TEACHER DO: Students might list art media that are familiar from the classroom or home. Record all answers on the board.

5. TEACHER SAY: Sarah does not have a large kit. Let's help her decide what to put in it. Today we will experiment with different media. Our first exploration will be to practice blending colors. As we introduce each medium, I will demonstrate how to blend the colors to make them lighter and darker or to make completely different colors. You will also experiment to make your own colors.

TEACHER DO: Choose up to three media for students to explore. Allow approximately 15 minutes for each. Review class expectations for doing art. Continue with the lesson according to the resources available. Since Sarah has a small kit, limit the number of colors used in each medium. Red, blue, and yellow are a good set of three to practice blending colors. Remind students of previous learning about primary colors. Students will then mix the colors to create new colors and compare the mediums. After mixing the colors, students can explore by creating art on a small piece of paper (using any available colors). Try to include one medium that is not used often in the classroom. Possible media include:

Colored pencils: Demonstrate that the amount of pressure placed on the pencil will affect the shades of color. Students may notice that the colors do not blend together as easily as other media, but two colors applied in the same space can mix and blend.

Watercolors: If students have not had experience with watercolors, demonstrate how much paint and how much water to use. The amount of water used will partially affect the shade and intensity of the color. Demonstrate blending primary colors by pulling in one color to the other. Show students how to use the paintbrush to make smooth strokes.

Paint (acrylic or other): Demonstrate and guide students to draw six circles in a circular pattern on a paper plate. Squeeze a small amount of paint in every other circle—blue, yellow, red—and give each student cotton swabs so that they can use clean ends for each dip and blend. Demonstrate blending two colors in the circle between the two paints. Guide students to experiment by starting with one color and slowly adding the second color. Prompt students to notice how blending more of one color also affects the shade.

Chalk: Demonstrate blending two colors together with your finger. Show that pressing hard will make the color darker and pressing lightly makes the color lighter.

Crayons: Demonstrate that the amount of pressure placed on the crayon will affect the shade of color. You may also want to demonstrate the different textures formed when coloring with the tip of the crayon versus rubbing with the side of the crayon. Students may notice that the colors do not blend together as easily as other media, but two colors applied in the same space can mix and blend.

6. TEACHER SAY: It was fun exploring with color today. Do you have new ideas about what Sarah should put in her art kit? We will answer Sarah's letter. First, let's clean up the room. Once you are finished cleaning your area, take out your student book and wait for instructions.


CHAPTER 2 STORIES WE TELL IN ART

DEAR SARAH

Help Sarah. What should Sarah put in her art kit?

Dear Sarah,

________ for asking.

I will ________ you.

An art kit is ________

Look at my pictures. This is what you need in your kit.

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 **STUDENTS DO:** Clean the room and restore supplies to the proper places.

TEACHER DO: Guide students to clean the area.

TEACHER SAY: Open your student book to the next page, Dear Sarah. When you are ready, I will read the directions and help you write a letter.

 **STUDENTS DO:** Turn to the correct page.

 **READ ALOUD: Help Sarah. What should Sarah put in her art kit?**

TEACHER SAY: We will write a letter to Sarah. You will complete each sentence. I will write words on the board to help you.

 **STUDENTS DO:** Listen and follow directions.

 **READ ALOUD: Dear Sarah, ________________________ for asking.**

TEACHER SAY: What do you think belongs in this sentence? Sarah has asked us for help. How can we complete the sentence? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk with partners.

TEACHER DO: The best words for this sentence may be, "Thank you," but if students have other choices that make sense, write those words on the board as well. Guide students to copy the words they choose on the blank line.

TEACHER SAY: **I will write your ideas on the board. You choose how you want to start the sentence.**

TEACHER DO: Write students' ideas on the board.

 **STUDENTS DO:** Complete the sentence.

TEACHER DO: Continue through the page. Write students' ideas on the board. Possible choices are: I will help/tell you. An art kit is fun/exciting. Take any ideas that work within the structure of the letter.

TEACHER SAY: **Let's read the rest of the letter. It says:**

 **READ ALOUD:** **Look at my pictures. This is what you need in your kit.**

TEACHER SAY: **We will draw pictures of the supplies you think Sarah should have. We experimented with different media today. Are there other things that could be added?**

 **STUDENTS DO:** Respond with a few answers.

TEACHER SAY: **Let's think about what Sarah will need. If we tell Sarah to put paint in her kit, what else does she need?**

 **STUDENTS DO:** Offer ideas such as brushes.

TEACHER DO: Show students a shoebox or another box about that size. Tell students all the items must fit in the box. Guide students in a short discussion of items that might fit in the kit. Accept ideas of clay and other media not used in class.

 **STUDENTS DO:** Think about what will fit in the box.

TEACHER SAY: **Finish your letter to Sarah by drawing what you think should be in the art kit. Be sure to sign your name on the line at the bottom of the page.**

 **STUDENTS DO:** Complete the student page.

TEACHER DO: Walk around the classroom, guiding students as needed.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Let's talk about what you learned when you explored art media today. Our student leader will guide the discussion.**

TEACHER DO: Choose a student leader.

 **STUDENTS DO:** Discuss exploring color and different media.

TEACHER SAY: **Thank you, (leader's name), for leading our discussion. I look forward to the art you will all be creating in the next few days.**

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a work of art using fingerprints to depict nature. • Consider shapes as they appear in nature.	• Shades • Shapes • Background • Blend	• Student book • Paint • Napkins • Small paper plates • Two or three sheets of paper for each student • White paper cut into half for each student • Extra paper

PREPARATION

Find an area in the classroom to store students' artwork over the course of the chapter. If possible, store each student's work together in a folder, binder, or box to make it easier to hand out papers for review.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In our last lesson, we talked about media in art. Our student leader will guide a discussion about media. What is a medium and what did you learn in your exploration?**

TEACHER DO: Choose a student leader.

 STUDENTS DO: Discuss media.

TEACHER SAY: **Thank you, (leader's name), for leading our discussion.**

2. TEACHER DO: If there are plants in the schoolyard or in the building that students can observe, take the class on a brief walk to look at colors in nature. Connect the discussion to shades of color and blending colors. You may also have students look out a classroom window or examine illustrated books. Digital images may be used as well.

TEACHER SAY: **We have been talking a lot about color. It is also important to think about shapes in our art. Let's look for shapes in nature today. What shapes do you think you might see in nature?**

 STUDENTS DO: Respond with ideas, such as triangles can be seen in leaves.

TEACHER DO: Prompt students to explain their ideas and the connections they made.

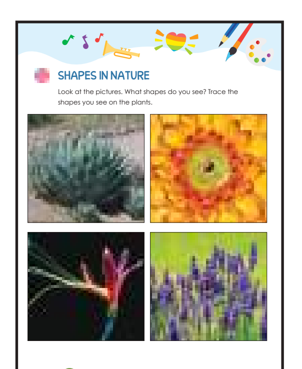
TEACHER SAY: **If you see something you want to share on the walk, raise your hand so we can all see what you find.**

TEACHER DO: Walk around, listening to students' discussions. Choose students to share ideas with the whole class. Direct students to look for shapes and different shades of color. When students have had time for observations, return to the classroom for further discussion.

3. TEACHER SAY: **Think about the shapes you saw outside. How can we use those shapes in our art? What shape might you use to draw a leaf?**

TEACHER DO: Repeat with several examples including trees, flowers, mountains, bodies of water, etc. For each, ask students what shapes they might use to draw the item in nature.

 **STUDENTS DO:** Reply according to the item mentioned.



TEACHER SAY: **You have observed nature closely. Now we will look at some pictures of nature. Let's turn in our student book to the page, Shapes in Nature.**

 **STUDENTS DO:** Turn to the correct page.

 **READ ALOUD:** **Look at the pictures. What shapes do you see? Trace the shapes you see on the plants.**

TEACHER DO: Guide students through the page by identifying shapes within each picture. If possible, display a student book page for all students to see. Trace shapes on each of the pictures to demonstrate. Have students come to the front of the room to point out and identify shapes.

 **STUDENTS DO:** Review pictures and trace shapes, working either independently or quietly with a partner.

4. TEACHER SAY: **We have looked at nature around us and in pictures. You have thought about the color and shapes of plants. Today, we are going to use what we know about shapes and color to create art. Let's make a painting of a garden. Maybe we can use our artwork in the art show.**

TEACHER DO: Bring out paint supplies for students to use. If students have not used paint frequently in the classroom, establish rules for safe use and have students summarize rules instead of remembering them in the following conversation.

TEACHER SAY: **When doing art, we have special rules to follow. Who can tell us rules for safely using paint in our classroom?**

 **STUDENTS DO:** Explain rules and how to use the paints.

5. TEACHER SAY: **Very good. Today we will make fingerprint art with our paint. First, I will demonstrate. Then we will hand out the supplies.**

TEACHER DO: Demonstrate using multiple fingerprints to make shapes. Talk about the size of fingers and how each could best be used. For example, the smallest finger can be used to make leaves on a flower, while the thumb might work well for the flowers themselves. The tip of the finger can be used to make small dots or small bundles of color such as in the bottom picture on the student page, Shapes in Nature. Demonstrate how to dip a finger in paint so that the proper amount of paint is used. Show how to blot fingers with the paper towel or napkins. Show students how to blend colors by only using a small amount of paint to mix on the paper plate. Hand out paint supplies and half sheets of paper for practice.

 **STUDENTS DO:** Watch as the teacher demonstrates and ask any questions.

TEACHER SAY: **It is your turn to practice making shapes with your finger.**

 **STUDENTS DO:** Practice making shapes.

TEACHER DO: Walk around, monitoring students' work. When ready, bring the students back together.

TEACHER SAY: **I see some very nice shapes for making flowers. We also need to add background or leaves to our picture.**

TEACHER DO: Walk around, showing students the student book. Bring attention to specific pictures as you lead the discussion.

TEACHER SAY: **What do you see in the background of these pictures?**

 **STUDENTS DO:** Responses may include dirt and leaves.

TEACHER SAY: **The backgrounds in the pictures are all different. What shapes do you see?**

 STUDENTS DO: Explain the shapes and lines they see.

TEACHER SAY: **The background can be different things. I will demonstrate a few ways you may want to create a background. There are different shades of colors and there are also lines. Let's practice making the background. I will give you another tool to make the background.**

TEACHER DO: Give students cotton balls or tissue. Demonstrate using the cotton balls to create a background without making the paper too wet. Show how much paint to use and how to blot the paint. Demonstrate drawing a few lines for stems using a pencil or permanent marker. Include students' ideas in the conversation. Project your work if possible.

 STUDENTS DO: Observe and ask questions.

TEACHER DO: Now it is your turn to practice making a background.

 STUDENTS DO: Practice making backgrounds.

TEACHER DO: Walk around, helping students as needed. When you think students are ready, bring them back together for final directions and distribute full pieces of paper for creating final artwork.

6. TEACHER SAY: **I am giving each of you a new piece of paper. Write your name on the back and hold it up so I can see your name.**

 STUDENTS DO: Hold up their papers.

TEACHER SAY: **Now it is time for you to make your own flower garden. You have practiced all the steps. What should we begin with, the flower or the background?**

 STUDENTS DO: Respond with ideas.

TEACHER SAY: **You will start with the background and then add the flowers with your fingers. If your paper is too wet, stop and let it dry for a few minutes before continuing. While you wait, share your painting with your Shoulder Partner. I am excited to see what you create. I am here if you need help.**

 STUDENTS DO: Create art projects.

TEACHER DO: Monitor students' work. Have students put work in special area to dry as they finish.

7. TEACHER SAY: **What beautiful gardens we made. Now, let's open your student book to the page, My Journal: Fingerprint Art.**

TEACHER DO: Hold up book for students to find the correct page.

 STUDENTS DO: Find the correct page.

TEACHER SAY: **Do you remember that Sarah got a new journal? We have a journal too. We will keep a record of all the art we make in a journal. Are you ready to begin?**

TEACHER DO: Guide the students to complete the student page. Write words on the board to be copied if needed. Give students the title of the artwork: Flower Garden. Guide students to put away student books when they are finished.

 STUDENTS DO: Complete their journal pages.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Please share with your Shoulder Partner what you learned about painting today.**

 STUDENTS DO: Share experiences.

Lesson 4 Overview

LEARNING OUTCOMES

Students will:

- Create artwork using shapes.
- Critique and give peer evaluation of artwork.
- Write a journal entry to explain artwork.

KEY VOCABULARY

- Stamp
- Shape
- Journal

MATERIALS

- Student book
- Pencil
- Crayons
- Stamp pads or paint, assorted colors
- Paper plates
- Stamps (see Preparation)
- Markers
- Paper towels
- Two pieces of paper per student, plus extra if available



PREPARATION

If possible, students will use stamps to create images. Prepare stamps in shapes of triangles, circles, and squares. Use potatoes, carrots, apples, other fruits, or cut sponges to make stamps. When made into a stamp, many fruits and vegetables will be circles with a pattern inside. Use other shape stamps if available.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: In our last lesson, everyone made a flower garden. Think about your flower garden. Our student leader will lead a discussion about what you like the best about your work.

 **STUDENTS DO:** Talk together about flower garden artwork.

TEACHER SAY: Let's choose another student leader. This time, share what shapes you used in your flower garden and how you made them.

 **STUDENTS DO:** Share about shapes.

2. TEACHER SAY: I know you are proud of your work. We will continue to make art for our art show over the next few days. Today, we will use shapes in a new way to make art. Let's explore the materials we will use today. What picture do you think you could create with these tools?

TEACHER DO: Show students stamps and supplies that will be used. Give students time to think about how the supplies can be used. Encourage creativity.

 **STUDENTS DO:** Talk about the shapes and what can be made.

TEACHER SAY: These are stamps that can be used to make art.

TEACHER DO: Demonstrate what can be made with the stamps. For example, stamp a circle and then add triangles as rays to create a sun. Show how a circle can make a face and rectangles can be used to make bodies, arms, and legs. Ask students to **Brainstorm** what else can be made with the different shapes. Some ideas include: people, windows on buildings, cars, and bicycle wheels. Show how to apply paint with a stamp pad, by either brushing paint on the stamp or dipping the stamp in paint.

 **STUDENTS DO:** Observe, **Brainstorm**, make suggestions, and ask questions.

3. TEACHER SAY: Before we begin, I will choose a student leader to help us review the rules for art in our classroom.

TEACHER DO: Choose a student leader to discuss the classroom rules for art. While students discuss the rules, ask a few students to help hand out the supplies to groups of students.

 **STUDENTS DO:** Review the rules and recommit to following them.

4. TEACHER SAY: Yesterday we practiced before making our fingerprint art. Let's practice using the stamps now. Watch as I demonstrate how to use the stamps.

TEACHER DO: Demonstrate using the stamps, including loading color and blotting as necessary. If using vegetables and fruit as the stamps, it will be especially important to blot the stamp periodically because of the amount of moisture held inside. If students will be blending paint, demonstrate blending colors before loading the stamp. Show some of the impressions left by the stamps and talk about what that impression could be used to create.

 **STUDENTS DO:** Practice using the stamps.

TEACHER DO: Walk around monitoring students. After ample practice time, call students back together.

5. TEACHER SAY: Who has discovered something you would like to share about using the stamps?

 **STUDENTS DO:** Raise their hands and share ideas.

TEACHER DO: Demonstrate according to students' descriptions.

TEACHER SAY: It will be fun to see your creativity. Before your start working, let's think: What do you want to communicate in your stamp art? Do you want people to know you love animals or the park? What do you want to share with your art? Think for a moment, then turn to talk with your Shoulder Partner.

 **STUDENTS DO:** Use **Think Time** to consider ideas, then share plans with their **Shoulder Partner**.

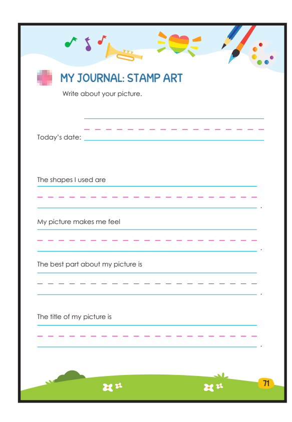
6. TEACHER SAY: I am giving each of you a new piece of paper. Write your name on the back and hold it up so I can see your name.

 **STUDENTS DO:** Write names, hold up paper.

TEACHER SAY: As you begin, focus on the main shapes in your artwork. If you want to add line details for eyes, a smile, or a wall, wait until later today. I will show you how to add details with a marker. You may begin working. Remember to share the supplies with your team. I am excited to see what you create.

 **STUDENTS DO:** Create their art projects.

TEACHER DO: Monitor students' work. Prior to class (or while students are working), create your own stamp art that lacks line details. You will use it to model adding details. As art is finished, have students put work aside in a safe place to dry. The art work will be brought out again at the end of the lesson.



7. TEACHER SAY: Your piece is almost done. We will add details with markers after the pictures are dry. Right now, let's turn to the page, My Journal: Stamp Art.

TEACHER DO: Hold up the book to help students find the correct page.

 **STUDENTS DO:** Find the correct page.

 **READ ALOUD: Write about your picture.**

TEACHER SAY: I will read the whole page and then we will do the page together.

STUDENTS DO: Read along with the teacher.

READ ALOUD:
Today's date: ____
The shapes I used are _______.
My picture makes me feel ___________.
The best part about my picture is ____.
The title of my picture is______.

TEACHER DO: Refer to the artwork you worked on previously. Encourage students to refer to their artwork to record the information in journals.

TEACHER SAY: I need to look at my picture to answer these questions. I am going to do a Think Aloud. Then you will think about your answers too.

TEACHER DO: **Think Aloud** to model how you would answer the first question based on your sample piece of art. Ask students to help with ideas. Write words you might use on the board.

 **STUDENTS DO:** Help the teacher describe the artwork.

TEACHER SAY: Thank you for helping me describe the shapes in my artwork. Now it is your turn. Take out your artwork. Use Think Time to think about your artwork and how to answer the first question.

 **STUDENTS DO:** Take out their artwork and use **Think Time**.

TEACHER SAY: One thing artists learn is to talk about art. You helped me answer my first question. Let's help each other. Talk with your Shoulder Partner. Listen to each other's ideas.

 **STUDENTS DO:** Give advice about each other's work and complete the question.

TEACHER SAY: Let's work through the remaining sentences.

TEACHER DO: Guide students through completing the page, one sentence at a time. Model thinking, then ask for advice or input from the class. Write word options on the board as a word bank for each sentence. Students should work independently so that you can informally assess how writing skills are progressing. Support struggling students but encourage the class to persevere and do their best.

 **STUDENTS DO:** Work independently to complete the page.

8. TEACHER SAY: Our journal is helping us remember the art we make. Now let's put the student book aside and take out your picture.

 **STUDENTS DO:** Take out their pictures.

TEACHER DO: Hand out markers or pencils to add lines to stamping. Show students the artwork made as a sample.

TEACHER SAY: Now let's add lines to our art to add details. Details can help us see the picture better. For example, we might add dots and curved lines to a face. We can add wavy lines for hair.

TEACHER DO: Encourage students' ideas. Model adding lines and details to your art, continuing to **Think Aloud** and ask for student input.

 **STUDENTS DO:** Listen and add suggestions.

TEACHER SAY: Add details to your pictures now. Only add details where they are needed.

 **STUDENTS DO:** Work independently to add details.

TEACHER DO: Monitor students' progress. Bring students back together when students are ready.

TEACHER SAY: Let's find a new partner. Hands Up, Pair Up. Share your work with each other.

TEACHER DO: After students have had time to share, direct students to clean their area and return to their seats.

 **STUDENTS DO:** Clean up their work areas.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We are using art as communication. How does your art communicate to people? For example, I want people to understand from my art that ____________________________.

TEACHER DO: Complete the sentence according to your sample. The response could be something like, "I like animals," or "family is important to me." Choose three or four students to share.

 **STUDENTS DO:** Respond to the question.

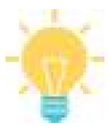
TEACHER SAY: Thank you for sharing your artwork today. Thank your Shoulder Partner for helping you think about your artwork today.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Orally tell a story about a piece of artwork. • Describe setting, events, and people in a piece of artwork. • Invent clothes for famous figures using different materials.	• Portrait • Famous	• Books about famous Egyptians • Three portraits of famous Egyptians • Art materials such as: material scraps, cotton balls, aluminum foil, twigs, toothpicks, construction paper, markers, crayons, scissors, glue • Chart paper

PREPARATION

Select three portraits of famous Egyptians. The portraits may be of famous historical figures, current famous people, or a combination. The portraits may be realistic or stylized. Try to use a mixture of male and female portraits. Portraits may be paper copies or displayed digitally so all students can see.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **During our last lesson we created artwork using shapes. What was something difficult about using stamps? How did you solve your problem?**

TEACHER DO: Use **Calling Sticks** to ask three or four students to share thoughts.

 STUDENTS DO: Share responses with the class.

2. TEACHER SAY: I like that you found ways to solve your problems. Some people become famous for solving problems. Can you think of anyone famous? Share ideas with your Shoulder Partner.

 STUDENTS DO: Share responses with their **Shoulder Partner**.

TEACHER SAY: **Today we will to look at some portraits of famous people. A portrait is a picture of a person.**

TEACHER DO: Display one chosen portrait.

TEACHER SAY: **Look carefully at this portrait. A portrait can tell a story if we look carefully for clues, or evidence. What can you tell us about this portrait?**

TEACHER DO: Use **Calling Sticks** to ask six to eight students to share observations. Prompt students, if needed, to share details about clothing, hairstyles, facial expressions, setting, weather, and accessories.

 STUDENTS DO: Share responses with the class.

TEACHER SAY: **Let's look at the portrait again and describe what we see using color and shape words. What do these things tell us about the person in the portrait?**

TEACHER DO: Use **Calling Sticks** to ask six to eight students to share more observations, including the artist's use of shapes and colors.

 **STUDENTS DO:** Share responses with the class.

3. TEACHER SAY: Now that we have looked carefully at all the details, let's tell a story about this portrait. Who do you think this person is? What do you think is happening in the portrait?

TEACHER DO: Facilitate a conversation about telling a story from evidence in the portrait. Ask such questions of the students as: How is the person in the portrait feeling? How do you know? What do the clothes tell you? Do the clothes help you know when and where the portrait takes place? What do you think happened just before (or just after) this moment? If there is more than one person in the portrait, do the people know each other? What clues provide information? Put together a story about the portrait from observations made by the students. If known, you may also recite a short story of facts about why the person is famous.

 **STUDENTS DO:** Help the teacher analyze the portrait.

TEACHER DO: Divide the class in half. Assign each half of the class one of the two remaining portraits. Have each group sit near the portrait you assigned. If multiple copies are available, students can work in small groups to discuss stories.

4. TEACHER SAY: You have another portrait in front of you. Talk about all the details you see with your group, just like we did with the first portrait.

 **STUDENTS DO:** Discuss the details in the new portraits.

TEACHER DO: Circulate around the room, prompting students to observe details. Call for the students' attention using the **Bell** strategy.

TEACHER SAY: I heard you describe a lot of good details. Now, I would like you to find a partner to work with in your group. If you have trouble finding a partner, stand by me and I will help you.

 **STUDENTS DO:** Find a partner.

TEACHER DO: Encourage students to pair up in each group. Be aware of any students without partners and create triads if needed.

5. TEACHER SAY: With your partner, create a short story about the person in your portrait. Use the details you described in your group conversations.

 **STUDENTS DO:** Create a story about a portrait.

TEACHER DO: Circulate around the room as students create stories. Remind partners to use details discussed in the larger groups.

6. TEACHER SAY: Let's share your stories using Shake It Share High It High Five. You and your partner will find another pair from the other group. Then you will take turns telling your stories. Be sure you point to the details you used in the portrait.

 **STUDENTS DO:** Share their stories with classmates.

TEACHER DO: Circulate around the room and listen as students share original stories. Use the **Bell** strategy to bring them all together again.

TEACHER SAY: You are great storytellers. I love the stories you made up about our portraits. High five each other and find another pair.

 **STUDENTS DO:** Share stories with a new pair of classmates.

TEACHER SAY: Now, in these groups, use your imaginations to think about what the person in the portrait might do for fun.

TEACHER DO: Use background knowledge about known portrait subjects or your imagination to share a sport or an event that one portrait subject may enjoy. You may also say something like: This person looks very distinguished. I think he/she would like to go to a dance party or a fancy celebration. Another option: this person looks very healthy. I think he/she would like to play games in the park.



STUDENTS DO: Use **Think Time**, then discuss what the person in the portrait might like to do for recreation.

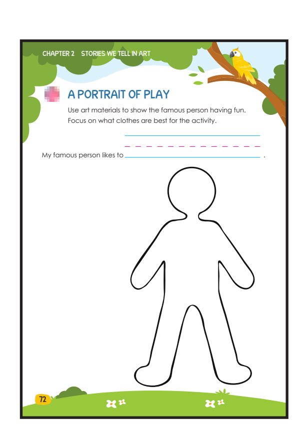
TEACHER SAY: What are some of the activities you thought about? I will write them on this chart paper. Repeat each activity as I write it on the chart paper.

TEACHER DO: Call on volunteers. Write the names of activities suggested on chart paper or the board. Have students repeat the activity as you write it on the chart paper.



STUDENTS DO: Share their ideas of activities.

TEACHER DO: Hand out student books and pencils.



7. TEACHER SAY: Let's use our ideas to make a picture. Open your student book to the page, A Portrait of Play.



READ ALOUD: Use art materials to show the famous person having fun. Focus on what clothes are best for the activity.

TEACHER SAY: We will use our creativity and our imaginations. That sounds like fun. What do you think?



STUDENTS DO: Respond.

TEACHER SAY: The directions tell us to think about the best clothing to wear. What clothes would your subjects wear for these activities? For example, if the person will play football, what will he or she need to wear? Tell your Shoulder Partner.



STUDENTS DO: Share ideas with their **Shoulder Partner** and then with the whole group.

TEACHER SAY: You have good ideas. Now, choose one of the activities listed for your famous person. Write the name of the activity you chose for your famous person on the first line. The sentence says, "My famous person likes to________." Use the words on the chart paper to help you.



STUDENTS DO: Choose activities and record them on the line.

TEACHER DO: Show students the art materials available to them.

TEACHER SAY: You will create a new portrait to show the person doing this activity. Make sure the clothes your person is wearing fit the activity. I have a variety of art materials for you to use. Be creative in making your new portrait.



STUDENTS DO: Create a new portrait that includes clues and appropriate clothing for the chosen activity.

TEACHER DO: Circulate around the room as students create new portraits. Prompt students to consider details and accessories, such as a bat if the person is playing cricket or baseball. Encourage students to use different art media.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we learned how portraits can tell a story. Our student leader will call on students to tell us something new you learned today.

TEACHER DO: Call on a student to lead closing. The student leader should call on three others to share a new idea learned that day. You can choose to have the student leader use **Calling Sticks** if your students can read names. If not, allow the leader to call on three volunteers.

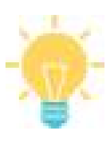
 **STUDENTS DO:** Share a new idea learned from today's lessons.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a self-portrait using a specific medium. • Add details to self-portrait to communicate about self. • Give and receive peer feedback about artwork.	• Medium • Details • Communicate • Portrait	• Student book • Crayons • Supplies for chosen medium (see Preparation) If available: • Digital cameras • Printer • Digital images

PREPARATION

Choose a medium to be used for self-portraits. Consider ways to encourage students to add detail to art. If using technology for this project, have digital cameras available and paper to print students' photographs. Prepare digital images of portraits or photographs to share.



Learn (90 minutes)

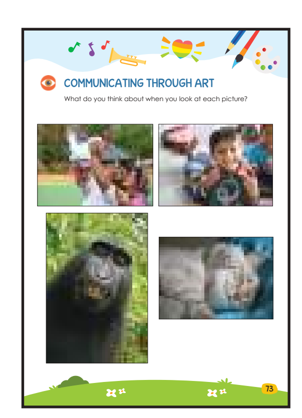
Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's think about the portraits you saw in our last lesson. What did you learn about how artists communicate in portraits? Our student leader will lead the discussion.**

TEACHER DO: Choose a student leader.

 STUDENTS DO: Discuss how portraits communicate stories.



2. TEACHER SAY: Thank you for helping us, (leader's name). Let's take out our student books. Turn to the page, Communicating Through Art.

 STUDENTS DO: Find the correct page.

TEACHER SAY: **Let's look at the pictures on this page.**

 READ ALOUD: **What do you think about when you look at each picture?**

TEACHER SAY: **Use Think Time, then we will talk together.**

 STUDENTS DO: Think about the pictures on the page.

TEACHER DO: Use Calling Sticks to ask students to share ideas.

TEACHER SAY: **How do the pictures make you feel?**

 STUDENTS DO: Share emotional responses to pictures (likely, happy).

TEACHER SAY: **Yes, all of these are happy pictures. Let's first look at the picture at the top of the page. Who would like to tell us about the picture?**

 **STUDENTS DO:** Share ideas.

TEACHER DO: Guide students to use clues from the facial expressions as evidence for determining the family is happy.

TEACHER DO: Repeat questions and conversation for the second and third pictures.

TEACHER SAY: We can learn a lot about people (and animals) in photographs and in portraits. In our last lesson, you observed portraits. What emotions did you see in the portraits? What clues did you use to know how the person was feeling?

 **STUDENTS DO:** Volunteer answers.

3. TEACHER SAY: Today you will make a self-portrait. As you think about your own self-portrait, consider how best to show your own emotions. Just like in these pictures, you will communicate through your art.

TEACHER DO: Depending on which medium you use, guide students to think about what you can learn about a person in a self-portrait.

TEACHER SAY: In the beginning of the year, you made a self-portrait. How many of you remember drawing a picture of yourself?

 **STUDENTS DO:** Respond with yes or no.

TEACHER DO: If the self-portraits are still in the classroom, give them to students to think about how their art skills have improved.

TEACHER SAY: We have learned so much this year. The self-portrait we create today can show our feelings. What details will help us show how we feel?

 **STUDENTS DO:** Respond with answers such as smile or frown.

TEACHER SAY: What can we add to a self-portrait that will help people know more about us? Use Think Time before we share.

 **STUDENTS DO:** Use **Think Time** to determine what to add to a self-portrait.

TEACHER SAY: Let's share some of your ideas. What can we add to a self-portrait to communicate about us?

TEACHER DO: If digital images are available, show images to elicit more ideas. Possible answers to elicit from students include: the background of the picture, clothing, colors, reading a book, playing with a toy or an animal.

 **STUDENTS DO:** Share ideas with the class.

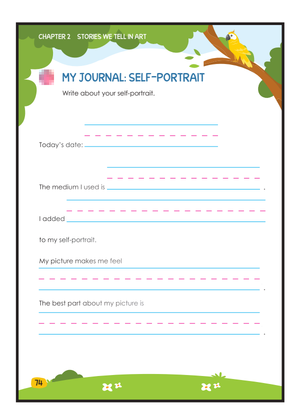
4. TEACHER SAY: You have some very good ideas. Let's begin planning our self-portrait.

Note to Teacher: You will lead this part of the lesson. Introduce the medium you have chosen for students to use. If you have chosen paint or clay, be sure to instruct students about careful use and clean up. If you decide to use digital cameras, encourage students to work together in groups. Be sure to provide specific instructions for the use of digital tools. Some students may have more familiarity with using technology and you may wish to allow them to be group leaders. Use props from the room for background and details.

TEACHER DO: Guide students through creating a self-portrait using a specific medium. Give step-by-step directions as needed. For example, you may wish to create a checklist on the board that instructs students to draw part or all of the body, size of head on the paper, colors for hair and eyes, background, and placement of other additions to the portrait. You may also wish to allow students to work with less structure, allowing them to add detail as their individual sense of creativity dictates.

 **STUDENTS DO:** Create self-portraits.

TEACHER DO: Monitor students' progress and help as needed.


CHAPTER 2 STORIES WE TELL IN ART

MY JOURNAL: SELF-PORTRAIT

Write about your self-portrait.

Today's date:

The medium I used is

I added

to my self-portrait.

My picture makes me feel

The best part about my picture is

5. TEACHER SAY: You have been working hard to create self-portraits. Are you ready to write about your work? Turn to the page, My Journal: Self-Portrait.

 **STUDENTS DO:** Open their student books to the correct page.

 **READ ALOUD: Write about your self-portrait.**

TEACHER SAY: Think silently about the sentences as I read, and then we will work together to complete them.

TEACHER DO: Pause between each line so students can think about the answers. Do not discuss yet as students should be encouraged to think about their own responses before joining a directed discussion.



READ ALOUD:
Today's date: ___.
The medium I used is ___.
I added ___ to my self-portrait.
My picture makes me feel ____.
The best part about my picture is ____.

 **STUDENTS DO:** Read along with the teacher.

TEACHER SAY: Let's help each other. Talk with your Shoulder Partner. Think about how you will finish the sentences. Listen to each other's ideas.

 **STUDENTS DO:** Talk about ideas for completing the sentences.

TEACHER SAY: Let's work through each one of the sentences together.

TEACHER DO: Guide students through completing the page. Write word lists on the board so that students can choose and copy words as needed. With your modeling and support, students should work independently to complete the sentences.

 **STUDENTS DO:** Complete their journal pages.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: To close our lesson today, let's talk about what we like about other students' art. Raise your hand and share something you like about your partner's work.

 **STUDENTS DO:** Raise their hands and share compliments.

TEACHER SAY: Please thank your partner as we end our discussion for today.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Design an invitation to the art show. • Cooperate to make an imaginary land diorama. • Use play dough to create three-dimensional imaginary plants and animals.	• Three-dimensional • Modeling • Imaginary • Diorama • Sculpture	• Student book • Crayons or markers • Pencils • Paper with lines and room for drawing picture • Shoebox for every two or three students • Construction paper • Play dough • Natural objects such as pebbles, twigs, leaves

PREPARATION

Students will be making invitations to the art show in this lesson. Determine how the invitations will be delivered. Consider sending invitations to others beyond family members to make sure there is representation for students.

Collect shoeboxes or other boxes for student pairs to make a diorama.

Have play dough made for students to use if clay is not available. A simple play dough recipe is: Mix 250g flour and 50g salt. Mix 140ml warm water with the mixture. Knead together. Add extra flour until the dough is no longer sticky. You can make a larger batch depending on your class size.

Decide how you will store and label the created objects with students' names at the end of class.



Learn (90 minutes)

Directions

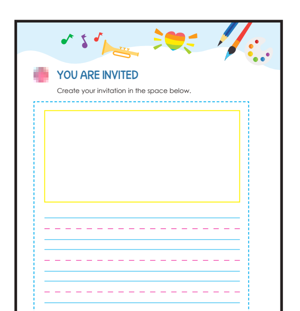
1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: It was fun to see all your self-portraits during our last class. Today's discussion will be led by the student leader. Let's talk about why art is important to you.

 **STUDENTS DO:** Discuss the question with the whole group.

TEACHER SAY: In a few days we will have our art show. We are very proud of the art we are creating. We can share it with others outside of our classroom. Who do you think we should invite to the art show?

 **STUDENTS DO:** Share ideas (likely suggesting family, friends, and teachers).



2. TEACHER SAY: Let's make invitations today so that people will know to join us. We will decide together what to write on our invitations. Then you will add a picture at the top of the page. Turn to the page, You Are Invited.

TEACHER DO: Guide students to decide as a class what to write on the invitation. Suggestions include, "Please Attend Our Art Show," the day of the event, and the time of the event. Write words and sentences on the board as needed for students to copy.

 **STUDENTS DO:** Follow along to write or copy the invitation text.

TEACHER SAY: Now think about what our guests will see at the art show. What should we draw on our invitations?

 **STUDENTS DO:** Share ideas.

TEACHER DO: If students do not have ideas, suggest details such as a wall with drawings, a picture in a frame, or some of the art tools students have used in the chapter.

TEACHER SAY: These are all good ideas. Think about what you want your picture to show. Draw and color your picture now.

 **STUDENTS DO:** Complete their invitations.

TEACHER DO: Help students cut out the invitation from the student book and then collect the invitations to be sent home.

3. TEACHER SAY: Sometimes, we think about art as only paintings or pictures to hang on the wall. Artwork comes in many forms. Sculpture is also a form of art. What do I mean when I say sculpture?

 **STUDENTS DO:** Respond with definitions or examples.

TEACHER SAY: Sculptures can be made from many materials. Artists use clay, metal, wood, and sometimes even ice to make sculptures. Let's look at the next page in our student book, Sculptures, to get some ideas.

 **STUDENTS DO:** Turn to the correct page.

TEACHER SAY: Take some time to look over the pictures on your own. What is the artist communicating in each sculpture? Once you have had time to look on your own, talk with your Shoulder Partner.

 **STUDENTS DO:** Observe silently, then share with partners.

TEACHER DO: Make observations with the whole group about each sculpture individually. Ask students questions such as: What does this remind you of? How does it make you feel? Why do you think the sculptures are placed in each location? Do the artists show creativity? Remember there are no correct answers and this is intended to be an open-ended conversation with students.

4. TEACHER SAY: Let's practice sculpting. Today you will be creative like these artists. You and a partner will make imaginary creatures for an imaginary land. You will use play dough to make the creatures and create the imaginary land in a box. You will make a diorama.

Note to Teacher: If boxes are not available, students can draw or paint an imaginary land on paper.

TEACHER DO: Explain to students that a diorama is a model of a place. The diorama uses three-dimensional objects to represent animals and plants. Show students the boxes that will be used for the dioramas. The box will stand on one side with the bottom of the box serving as the background. You may alter this set up to better suit the needs of your classroom.

 **STUDENTS DO:** Ask questions to clarify.

TEACHER SAY: You will work with a partner to create your diorama. Before we begin working, let's think about what an imaginary land might be like.

TEACHER DO: Spark students' imaginations through visual pieces or a read-aloud story. Choose a short story, pictures, or video clips that depict imaginary lands. Ask students to share fairy tales they have heard or cartoons they have watched. Once finished, divide students into groups of two or three.

 **STUDENTS DO:** Listen and respond to inspirational pieces.



5. TEACHER SAY: Now it is time to work with your partner (or group). Please sit with your partner (or group) so you can start planning. Plan and create the background for your imaginary world in the box first.

 **STUDENTS DO:** Sit with their partners and begin discussing ideas.

TEACHER DO: Guide students to decorate the inside of the box using the supplies available. Paper can be used for the back, and students can draw or paint a background. Twigs, pebbles, grass, and other items can be used for the ground. Emphasize good practice for working together respectfully.

 **STUDENTS DO:** Work with their partners to create the background.

6. TEACHER SAY: Now you will use play dough (or clay, use what is available to you in your classroom) to make plants and animals that live in your imaginary land. Talk with your partner about what you will make.

 **STUDENTS DO:** Decide what plants and animals will be added to the diorama.

TEACHER DO: Encourage students to be creative and to make up imaginary plants and animals.

Note to Teacher: Creativity is important in the development of critical thinking in children and in fostering problem-solving skills. Students need the time and opportunity to imagine, try new things, and develop new ideas.

TEACHER SAY: I am excited about your ideas. Let's practice making shapes with the play dough.

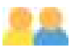
TEACHER DO: Hand out a small amount of clay or play dough to all students. Students will use clay to practice making leaves, flowers, and animals. Remind students that in an imaginary land, they make have plants or animals that do not exist in real life. Encourage students to take risks and try new ideas.

TEACHER SAY: Practice making shapes on your own. Then we will get together to share ideas.

 **STUDENTS DO:** Explore with the play dough by making shapes and taking them apart again.

TEACHER DO: Encourage students to help each other and share techniques. This is a time for exploration. Allow no more than 10 minutes before bringing students back together.

7. TEACHER SAY: Who would like to share what you have learned about using the play dough?

 **STUDENTS DO:** Share how to make shapes.

TEACHER DO: Allow students to guide this part of the lesson as much as possible.

 **STUDENTS DO:** Listen and follow along as others lead.

TEACHER SAY: Thank you for helping us. We already have good ideas. I will show you a few other ways to shape the play dough to make animals and plants. Copy as I demonstrate.

 **STUDENTS DO:** Follow along with the teacher.

TEACHER DO: Demonstrate rolling the play dough into cylinders or into balls, pinching the clay for flowers, and attaching pieces to each other. Demonstrate making legs, ears, and tails and then attaching those pieces.

8. TEACHER SAY: Now it is your turn. Work together to create your diorama.

 **STUDENTS DO:** Create imaginary animals and plants.

TEACHER DO: Help students as needed. You may want to give fresh play dough to students if it has been overworked. As art is completed, guide students to clean the area. Display the shoebox dioramas so that students can see each other's work. The next lesson will begin with students sharing

the dioramas. Ensure that students have the invitations ready to bring home. Make sure students know that having an adult or family member attend is not required but will be appreciated if families have the time to come to school.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: What will you name your imaginary land?

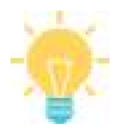
 **STUDENTS DO:** Name their lands.

TEACHER SAY: What wonderful ideas. Our guests will like your imaginary lands. Remember to give your invitation to your family.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create artwork about friends. • Practice communicating in small groups. • Discuss the importance of friendship.	• Friendship • Diorama	• Student book • Pencil • Crayons • Completed dioramas

PREPARATION
Make certain all dioramas are displayed for students to see in a gallery walk.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: It was fun to see you work together to create imaginary lands. I was so impressed with your creativity. What was your favorite part of your imaginary land?

 **STUDENTS DO:** Discuss the question as a whole group.

2. TEACHER SAY: You worked so hard on your dioramas that we did not have time to share your work. Let's do that now. We will do a Gallery Walk to see everyone's dioramas. Who would like to remind us how to do a Gallery Walk?

 **STUDENTS DO:** Raise their hands and explain the process used for a **Gallery Walk**.

TEACHER SAY: Remember not to touch anyone's work. Think about the imaginary lands you see. How are the lands different?

 **STUDENTS DO:** View the dioramas.

TEACHER DO: Monitor students. If needed, ask students to put their hands behind their backs. Encourage positive comments. Direct students back to their seats.

TEACHER SAY: What was your favorite diorama made by someone else? Why do you like it?

TEACHER DO: Choose three or four students to share. Encourage positive comments.

 **STUDENTS DO:** Share their favorite dioramas.

TEACHER SAY: Thank you for sharing. I have also noticed how well you are all working together. You have helped each other find what you like and how to improve. You have shared ideas when friends needed help. What are other ways you have learned to be a good friend? Share with your Shoulder Partner.

 **STUDENTS DO:** Share with their partners.

3. TEACHER SAY: Today we will make art that represents the friends that we made this year. Let's describe how we are similar to our friends. Turn to your Shoulder Partner. Discuss ways that you are similar.

 **STUDENTS DO:** Discuss their observations.

TEACHER SAY: How are you different from your friend?

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

TEACHER SAY: How have you helped each other?

 **STUDENTS DO:** Turn to their **Shoulder Partner** to discuss.

4. TEACHER DO: Introduce students to the art activity for the day. They will create a drawing of friends working together on school work.

TEACHER SAY: Let's draw a picture of us working with our friends this year. Turn to the page, Working Together.

 **STUDENTS DO:** Open their student books to the correct page.

 **READ ALOUD: You are working with a friend. Imagine: What are you working on? Draw your project on the table.**

 **STUDENTS DO:** Follow along with their fingers.

TEACHER SAY: Great. Now let's first imagine. What will you draw on the table? Put your finger to your temple, and think about your favorite thing that you worked on in this chapter?

 **STUDENTS DO:** Think quietly.

TEACHER SAY: Now turn to your Shoulder Partner. Tell him or her what your favorite activity has been in this chapter.

 **STUDENTS DO:** Turn to their partners and describe their favorite activities.

TEACHER SAY: Now let's make a plan. What colors will you need to draw your activity? Imagine the activity in your head. Choose the colors you will need.

 **STUDENTS DO:** Select colors of pencils or crayons.

TEACHER SAY: Now let's think. What shapes will you use to draw the activity? Turn to your Shoulder Partner and talk about the shapes you will use.

 **STUDENTS DO:** Talk about shapes.

TEACHER SAY: Now let's draw. Use your crayons or pencils. Draw the activity on the table between the two friends. Then we will read the next direction.

 **STUDENTS DO:** Draw their favorite activities from the year.

TEACHER DO: Circulate around the room, assisting students as needed.

 **READ ALOUD: Draw the background. What does your classroom look like?**

TEACHER SAY: Now let's think about the background of the picture. Look around the room. Discuss with your Shoulder Partner. What colors will you need? What shapes will you use?

 **STUDENTS DO:** Make observations about the room.

TEACHER SAY: Now let's draw. Use your crayons or pencils. Draw the background of the classroom.

STUDENTS DO: Draw the background of the picture.

TEACHER DO: Circulate around the room, assisting students as needed. After five minutes, pause to have students share pictures even if they are not yet finished.

5. TEACHER SAY: Great. Let's Hands Up, Pair Up to find a new partner.

 **STUDENTS DO:** Find new partners.

TEACHER SAY: Your papers show how you see the classroom around you. Do you think your friend sees it the same way? Share your drawings with your new partner.

 **STUDENTS DO:** Share their drawings.

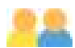
TEACHER SAY: Thank you for sharing your pictures. Return to your seat so we can finish the drawings.

 **STUDENTS DO:** Return to their seats.

TEACHER SAY: Was your drawing the same or different from your friend's?

 **STUDENTS DO:** Offer ideas and reflections.

TEACHER SAY: Yes. When we make our art, it is different from everyone else's. Our own art shows how we think and feel. What does your drawing show?

 **STUDENTS DO:** Raise their hands to respond.

TEACHER SAY: That is why our art is so special. Each of us is unique. Let's take time to finish our drawings.

 **STUDENTS DO:** Finish the page, including any revisions based on feedback and comparisons with other classmates.

TEACHER DO: Transition to communicating about art.

6. TEACHER SAY: Let's practice communicating about art. With Shoulder Partner, we will practice presenting art to audience. Let's review first. How can we communicate well when presenting?

 **STUDENTS DO:** Discuss ideas with the whole group.

TEACHER DO: As students are offering ideas, invite students to act out presentation skills.

TEACHER SAY: Remember, when you present, hold up the artwork. Then share what you drew and why. Then, thank your audience.

 **STUDENTS DO:** Ask questions if needed.

7. TEACHER SAY: Now it is your turn to practice. Hands Up, Pair Up as partners. Find another set of partners. With your partner, take turns communicating about your artwork.

 **STUDENTS DO:** Find a set of partners to practice presentations. Partners should take turns presenting and listening.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: To close our lesson today, let's talk about why friends are important. Why do you think friends are important? How do they help us? Raise your hands to share an idea.

 **STUDENTS DO:** Raise their hands and share ideas.

TEACHER SAY: Please thank your partner for being your friend today.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Choose best artwork to display and explain the choice. • Critique another student's artwork.	• Art • Feedback	• Student book • Crayons • Markers • Tape • Students' artwork

PREPARATION
Choose where to display work for the art show. If possible, frame work with construction paper or other colorful paper on the back. Consider inviting a classroom parent or volunteer to help you organize and display the work. Determine an area to display three-dimensional art.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **You have learned so much in this chapter, "Stories We Tell in Art." Our student leader will choose students to talk about your favorite medium for making art. First, who can list the media we have used in class?**

TEACHER DO: Choose a student leader to repeat the first question. Follow with the questions: What is your favorite medium for making art? Why is it your favorite?

 STUDENTS DO: Explain and discuss different art media.

2. TEACHER SAY: **Today we will prepare for our art show. We have sent out invitations to our families. What do you think we need to do to get ready?**

 STUDENTS DO: Offer ideas, such as clean and choose art to display.

TEACHER DO: Before returning artwork to students, decide if all dioramas will be displayed or if the diorama is one students will choose from as the favorite. Adjust the conversation below and logistics for peer feedback accordingly.

TEACHER SAY: **Yes. We need to make sure the artwork is ready for everyone to see. We also need to make sure our classroom is clean for visitors.**

TEACHER DO: Show students where the artwork will be displayed. If possible, display it on a wall, or in the hallway if that is accessible in your school. Artwork may also be displayed on tables or in any area where it can easily be seen by students and visitors.

TEACHER SAY: **I will hand out all the artwork first. As I hand out your work, think about what you learned when you made each piece. What is special about it? You can talk in a whisper to your Shoulder Partner.**

 STUDENTS DO: Look at work as it is being handed out.

TEACHER SAY: When we made our instruments in the last chapter, we learned that artists like to hear from other people about their work. Let's talk with each other in small groups. How can your friend help you choose art for the art show?

 **STUDENTS DO:** Share ideas.

3. TEACHER SAY: You have been talking about how we can help each other. We want to hear what is good about our work and how we can improve next time.

TEACHER DO: Take out one of your earlier drawings to share.

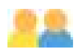
TEACHER SAY: Look at my picture. I want help deciding if this should be in the art show. Who can share what they like about my picture?

TEACHER DO: Choose two or three students to give feedback.

 **STUDENTS DO:** Share what is special about the artwork.

TEACHER SAY: Thank you. That was very helpful. Now, I need two students to tell me how I can improve my work.

TEACHER DO: Choose two students to give feedback.

 **STUDENTS DO:** Share what can be improved in the artwork.

4. TEACHER SAY: Your first job is to choose two pieces of work you like the best. Once everyone has two selections in your hands, we will find our partners.

 **STUDENTS DO:** Choose two pieces of artwork.

TEACHER SAY: Now let's work in teams to review each other's work. First, let's get in groups. When your group is assigned, take your two chosen pieces of artwork and sit near your group.

TEACHER DO: Put students in small groups of three to discuss their work.

 **STUDENTS DO:** Take two pieces of art to the group.

TEACHER SAY: Everyone will share his or her own work first. Explain why you chose each piece as one you might use in the art show. The rest of the group will listen. After everyone has shared his or her own work, we will give suggestions.

TEACHER DO: Walk around the classroom, making certain students are listening to each partner tell about their chosen artwork.

TEACHER SAY: Remember, when you help each other, always use kind words. Tell your partners two things you like about the art and one way the art can be improved. It is up to the artist to decide which one will be put in the art show. Are there any questions?

 **STUDENTS DO:** Ask clarifying questions.

TEACHER SAY: I will be walking around listening to how you help each other. Go ahead and start helping your friends.

 **STUDENTS DO:** Present artwork and receive feedback.

TEACHER DO: Walk around, listening to students as they give feedback. When all students have had time, call for attention.

5. TEACHER SAY: Now it is up to you. You decide which artwork you want to display. Choose only one. I know it will be hard, but artists make choices too. When you are ready, bring all your other artwork to the front of the room.

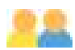
TEACHER DO: Show students where to put the other artwork. Keep it sorted so you will be able to hand it out later for students to take home or display elsewhere.

 **STUDENTS DO:** Choose art pieces to display and put other artwork away.

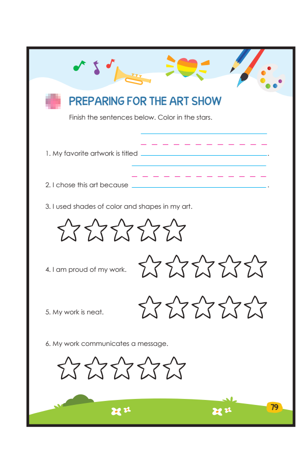
TEACHER SAY: **Now that you have chosen your display piece, think about why you chose it. Is it the medium? Is it the color? Is it because it makes you smile? There are lots of good reasons. Use Think Time to look at your artwork one more time.**

 **STUDENTS DO:** Use **Think Time**.

TEACHER SAY: **Now explain to your Shoulder Partner why you chose the artwork. Listen to each other's ideas.**

 **STUDENTS DO:** Share with their **Shoulder Partner**.

TEACHER DO: Listen and record on the board words students may use to describe art. Words may describe color, lines, shapes, or emotions, among other things.



6. TEACHER SAY: **I heard good reasons for choosing your artwork. Now let's go to our student book. Turn to the page, Preparing for the Art Show.**

TEACHER DO: Display the book for students to see.

 **STUDENTS DO:** Turn to the correct page.

 **READ ALOUD:** **Finish the sentences below. Color in the stars.**

TEACHER SAY: **I will guide you through completing the page. The first line says, "My favorite artwork is titled ___." Do you remember the title of your art?**

 **STUDENTS DO:** Tell the names of their art.

TEACHER SAY: **You can copy the title from your journal page. I will help you if you need help.**

TEACHER DO: Display a student book to show the pages where the titles of each piece of art is written. Read the title from the student book, such as, "Fingerprint Art," and point to the student title on the bottom line. Walk around to help students as needed.

 **STUDENTS DO:** Copy the title of the chosen piece on the correct line.

TEACHER SAY: **The next line says, "I chose this art because ______." I have written many of the words I heard you use on the board. Follow along as I read the words to you.**

TEACHER DO: Point to and read the words listed out loud. Add words that students may need as appropriate. Write an example on the board of what students might write. An example may be, "I like the colors."

 **STUDENTS DO:** Ask for specific words to write as needed.

TEACHER SAY: **Using words from this list, finish the sentence, "I chose this art because." I will walk around to help you.**

TEACHER DO: Walk around to support students. Understand that students may not be able to write complete words. Inventive spelling is okay at this point.

 **STUDENTS DO:** Complete information about artwork.

TEACHER SAY: **You have used stars before to help think about your work. I will read the sentence. Think about how well you did.**

TEACHER DO: Guide students through reading each of the remaining statements on the page. Allow time for students to color in the number of stars that best represents their response.

 **STUDENTS DO:** Complete the student page.

7. TEACHER SAY: Let's do a Hands Up, Pair Up to find a new partner. Practice sharing your art with your partner. Explain why you chose the piece to display.

 **STUDENTS DO: Hands Up, Pair Up** and talk about art.

TEACHER SAY: Thank you for working together. We need to do one more thing to prepare for the art show. Let's clean our area while I begin to display the artwork.

TEACHER DO: You may decide to have students help you put up the artwork while the room is being cleaned.

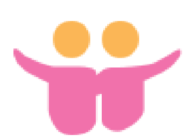
8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: What will you tell your family about the art show? Talk with your Shoulder Partner.

 **STUDENTS DO:** Share with their **Shoulder Partner**.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Present to peers about choices made in creating artwork. • Demonstrate proper etiquette with guests. • Reflect on learning during the chapter.	• No new vocabulary; review as needed	• Student book • Student artwork



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Today is the last day of our chapter. We have learned a lot about how artists communicate with art. Let's review. How can we communicate with art?

TEACHER DO: Call on a student to lead the opening discussion.

 **STUDENTS DO:** Share how we communicate with art.

2. TEACHER SAY: Thank you, (leader's name), for leading our discussion. Today we will share our art. Before we begin our art show, let's talk about what to expect. Sometimes you will talk about your work. Sometimes you will take visitors to look at art. Sometimes you will look quietly on your own. Let's think about what behavior is appropriate for each.

First, let's think about the visitors coming. How can we help our visitors enjoy the art show? Talk with your Shoulder Partner. What can we do to help our visitors?

 **STUDENTS DO:** Discuss with their **Shoulder Partner**.

TEACHER DO: Listen to students' discussions. Choose students to model behavior for the class. Guide the discussion to meet the needs for the art show in your own classroom. Suggestions include: welcome guests, students share their own work and favorite work of another student, and thank guests for coming.

TEACHER SAY: I heard some good ideas. Let's model how to help our visitors. Who would like to model behavior for the class?

 **STUDENTS DO:** Model correct behavior and listen.

TEACHER DO: Determine guidelines for the students according to the expected guests. Consider how students should act as they help a parent, or choose students to lead specific guests around the room.

Note to Teacher: If you have time, allow students to practice presenting artwork one more time before guests arrive. If guests arrive early or there is not time, skip to the art show presentations, starting at step number 4.

3. TEACHER SAY: We have also practiced talking about our work. Now that we know what to do when our guests arrive, let's take time to share our art with a small group.

TEACHER DO: Divide students into groups of four to six students. Students' work should be in proximity to them to make it easier to share.

TEACHER SAY: Before we move to our groups, what do you want to know about each other's work?

 **STUDENTS DO:** Share ideas. (Answers might include the name of the artwork, why it was made, and what was used to make it.)

TEACHER SAY: Go ahead and join your group now. Take turns sharing. Be sure to listen respectfully and ask for help if you need it.

 **STUDENTS DO:** Talk about their artwork.

TEACHER DO: Walk around and listen to students' presentations. Bring students back together with the **Hands Up** strategy.

4. TEACHER SAY: I like the way you listened respectfully to each other. It is time to get ready for the art show. Our visitors will be here soon. Let's greet them as they enter. Let's use our best manners.

 **STUDENTS DO:** Greet visitors and tour the art show.

TEACHER DO: Encourage visitors to ask multiple students about the displayed artwork and to visit as many pieces of art as possible. If students do not have a visitor to speak with, encourage adults to invite more than one student to accompany them through the art show. Facilitate conversations and provide structure as needed. Five minutes before the end of class, ask for everyone's attention to close the show.

TEACHER SAY: It is time for our art show to close. Students, please thank our guests for coming. Join me in the front of the classroom.

TEACHER DO: Thank the visitors for supporting the students. Hand out the student books to all students.

 **STUDENTS DO:** Thank the visitors and sit down.

TEACHER SAY: Thank you for a wonderful art show. You should be very proud of your work.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I will use the Calling Sticks to choose our student leader. The student leader will help us discuss the question: What would you tell Sarah about your art and the art show?

TEACHER DO: Choose a student leader using the **Calling Sticks**.

 **STUDENTS DO:** Respond to the question.

TEACHER SAY: Thank you for leading the class today. Now let's close class by turning to your Shoulder Partner. Tell your partner one way they helped you learn in this chapter. Be sure to thank your partner for learning with you.

 **STUDENTS DO:** Turn to their partners, share learning achievements, and express gratitude.

KINDERGARTEN II

Multidisciplinary

COMMUNICATION

Chapter 3: Friendship

Theme Overview

Friendship

COMPONENT	DESCRIPTION	LESSONS
Discover	Students discover communication through body language. Students explore friendship in different scenarios and write an original story of what it means to be a friend.	3
Learn	Students explore friendship through conflict resolution, internet safety, and respecting similarities and differences. Students form opinions on current events and create a broadcast for other students. Engineering design is used to celebrate people and events through monuments.	5
Share	Students share accomplishments from the year in the form of a class book. Through playing games together, students express friendship.	2

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Communication

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Foundational Skills: Print Concepts

- Recognize that spoken words are represented in written language that follows rules.

Foundational Skills: Phonological Awareness

- With support, read emergent-reader texts with purpose and understanding.
- With prompting and support, identify the main topic and retell key details of text.

Phonics and Word Recognition

- Read common, high-frequency words.

Reading Comprehension: Literature

- Ask about key details with prompting and support.
- Ask and answer questions about unknown words in text.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend literature of appropriate complexity for KG2.

Language: Vocabulary Acquistion and Use

- Understand and use question words.
- Use words and phrases acquired through conversation, reading, and being read to.

WRITING:

Foundational Skills

- Write high-frequency words.
- Arrange words to form sentences.
- Form sentences of two or three words.

Narrative

- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Recall information from experiences.

Process, Production, and Research

- Orally produce complete sentences in shared language activities.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

Foundational Skills

- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Add drawings or other visual displays to descriptions to provide additional detail.
- Express thoughts, feelings, and ideas clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.

MATH:

Operations and Algebraic Thinking

- Fluently add and subtract within 10.

SCIENCE:

Skills and Processes

- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using five senses, and trying things out.

Earth and Space

- Investigate objects in the environment.

Engineering Design and Process

- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of engineering design.
- Develop an understanding of the role of troubleshooting, research and development, invention and experimentation in problem solving.

SOCIAL STUDIES:

Civics

- Communicate effectively with others.
- Work with others to solve problems (in the classroom, school, and community).
- Differentiate between acceptable and unacceptable behaviors.
- Demonstrate respect for customs and traditions.
- Communicate politely with others, using vocabulary such as please and thank you.

Citizenship

- Demonstrate respect for national symbols (e.g., national anthem and flag).

ART:

Sculpting

Developing Imagination

- Create artwork from own imagination.

APPLIED ARTS AND HANDICRAFTS:

Using Materials from the Surrounding Environment

- Create simple artwork to express feelings (e.g., wall hanging, crown)

MUSIC

Singing

Singing Meaningful Songs

- Sing the national anthem and theme-related songs with others.

Demonstrating Appropriate Behaviors in Music

- Participate in group singing.
- Respect the performance of others in singing.

DRAMA:

Puppetry

Demonstrating Appropriate Behaviors in Drama

- Respect the performances of classmates.

ACTING

Defining Acting

- Identify the dimensions of a character using the actor's voice and dress.

EDUCATIONAL MEDIA:

Journalism

Identifying Basic Elements of Journalism and Journalistic Arts

- Identify and announce current events.
- Express personal opinions about events in the local environment.

RADIO BROADCASTING:

Identifying Effective Communication Skills

- Dictate to the teacher a broadcast about plants and animals and include pictures to represent the topic.

Demonstrating Appropriate Behaviors

- Cooperate with classmates in preparing a broadcast.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Identify relationships between digital information and self.
- Use digital technologies (i.e., computer) appropriately to support learning.
- Use a variety of digital tools to produce and publish writing and art with guidance and support (e.g., painting software).
- Explain how digital technologies affect the way people live, work, and play.

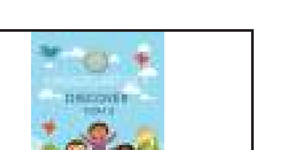
CH 3

Pacing Guide

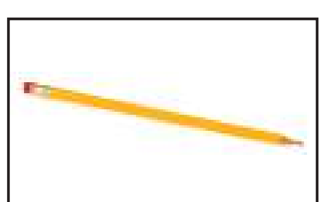
LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Collaborate as a team to solve a problem. • Identify what it means to be a friend.
2	DISCOVER: **Students will:** • Review sign language as a form of communication. • Discover body language as a form of communication. • Develop an awareness of body language in others.
3	DISCOVER: **Students will:** • Role play scenarios of friendship. • Write a short story and create illustrations about being a friend.
4	LEARN: **Students will:** • Discuss the relationship between feelings and arguments. • Determine ways to resolve conflict between friends.
5	LEARN: **Students will:** • Identify rules for being safe online. • Recommend ways to respond to others online. • Understand importance of protecting passwords.
6	LEARN: **Students will:** • Identify current events and express personal opinions. • Describe use of voice and dress in a broadcast. • Collaborate with classmates in preparing a broadcast.
7	LEARN: **Students will:** • Use engineering design process to build a monument. • Collaborate with team members on an engineering design. • Troubleshoot, experiment, and invent to solve problems.
8	LEARN: **Students will:** • Compare similarities and differences between individuals. • Determine unique qualities of self and others. • Combine traditions and uniqueness to create a friendship flag.
9	SHARE: **Students will:** • Contribute artwork to a class book. • Determine ways to share class book with others. • Describe favorite events in the class.
10	SHARE: **Students will:** • Create a friendship chain. • Express friendship by sharing games. • Determine rules to a game to play with friends.

Materials Used

Student book



Pencils



Crayons



Tape



Chart paper



Markers

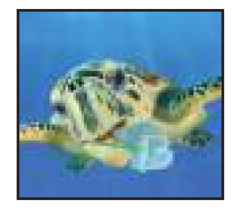


Rope, string or yarn



Video clip of news broadcast (if possible)

Large pictures of a turtle, trash near water, a community garden







Newspaper clippings of environmental issue articles (if possible)

Assorted art supplies



Assorted building supplies (craft sticks, pipe cleaners, tooth-picks, cardbaord tubes)







Strings of colorful paper, approx. 5cmx25cm

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Collaborate as a team to solve a problem. • Identify what it means to be a friend.	• Friendship • Problem • Knot	• Student book • Crayons • Pencil • Markers • Rope, string, or yarn



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We are starting our last chapter about communication. We have learned about communicating through art and music. Our previous chapter was about art. Can you explain how we can communicate through art?

TEACHER DO: Choose a student leader to lead the discussion.

 **STUDENTS DO:** Explain what was learned.

TEACHER SAY: This chapter is about communicating with friends. What do you think we might learn? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk with **Shoulder Partner**.

2. TEACHER SAY: We have learned a lot this year about being a friend. And there is much more we can learn. We have been reading stories as we learn about a girl named Sarah. Let's begin by thinking about Sarah, the main character in our stories. How have we helped Sarah make new friends?

 **STUDENTS DO:** Offer ideas. (Ideas may include: play games, music.)



TEACHER SAY: Yes. Sarah learned right along with you because you shared your ideas. Let's find out how Sarah is doing now. Open your student book to the page, Sarah Has Friends.

 **STUDENTS DO:** Find the correct page in their student books.

TEACHER SAY: The directions tell us to read the story. Follow along as I read.

 **READ ALOUD: Sarah has friends. Sarah plays games with friends. Sarah plays music with friends. Sarah makes art with friends. Sarah has many friends. We are Sarah's friends.**

 **STUDENTS DO:** Read along with the teacher.

TEACHER SAY: In some other stories we have read about Sarah, she was worried. Do you remember why Sarah was worried?

 **STUDENTS DO:** Tell why Sarah was worried.

TEACHER SAY: Do you remember other emotions Sarah had?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: How does Sarah feel in our story today?

 **STUDENTS DO:** Offer ideas, including that she is happy.

TEACHER SAY: Why do you think she is happy?

 **STUDENTS DO:** Connect answer to the text.

TEACHER SAY: I think we are all happy for Sarah. The story tells us what Sarah does with her friends. Look back at the story and tell your Shoulder Partner. What does Sarah do with her friends? Listen carefully to your partner.

 **STUDENTS DO:** Share information from story.

TEACHER SAY: Let's share with the whole group. If I select you to answer, please tell the class what your partner said. This will show me that you listened to your partner carefully.

 **STUDENTS DO:** Share partners' responses.

TEACHER SAY: These are things you said friends do together. Who does the story say are Sarah's friends?

 **STUDENTS DO:** Respond, "We are."

TEACHER SAY: Yes, you are Sarah's friends. What have you done to show that you are Sarah's friends? Tell your Shoulder Partner three ways you have been friends to Sarah.

 **STUDENTS DO:** Share with partners.

TEACHER DO: Call on a few students to share ideas with the whole class.

TEACHER SAY: We have learned a lot about being a friend from helping Sarah. During this chapter, we will learn more about being a friend. We will learn new ways to communicate and have fun with each other. Let's start by having fun together right now.

3. TEACHER DO: Take out a rope, piece of string, or yarn. Hold it so everyone can see as you tie a knot. Tie the knot somewhat loosely so that students can untie it.

TEACHER SAY: How many of you know how to tie a knot?

 **STUDENTS DO:** Raise their hands.

TEACHER SAY: Do you know how to untie a knot? I need two students to come to the front of the class to untie the knot.

TEACHER DO: Use **Calling Sticks** to choose two students to work together to untie the knot.

 **STUDENTS DO:** Untie the knot while others watch.

TEACHER DO: Tie the knot again, a little tighter this time, but students should still be able to untie it. Choose two more students to untie the knot.

TEACHER SAY: You worked together very well. I need two more students to come to the front of the class to untie this new knot.

TEACHER DO: Use **Calling Sticks** to choose two students to work together to untie the knot.

 **STUDENTS DO:** Untie the knot while others watch.

TEACHER SAY: Thank you for demonstrating for us. You worked as teams. Now I need five students to come to the front of the room.

Note to Teacher: Students will be working in close proximity to each other to untie themselves from a "human knot." If you prefer, have girls work with girls and boys work with boys.

TEACHER DO: Use **Calling Sticks** to choose five students to work together to form a human knot. Put the rope or string aside.

TEACHER SAY: We all know how to take a knot out of a rope or string. What happens if we make a human knot? How can we untie a human knot? Everyone, watch closely as our friends twist themselves into a knot. We will help them get out of the knot.

TEACHER DO: Have the five students stand with hands by their sides in a circle. Tell the students to put both hands in the center of the circle and grab two other students' hands. Tell students they will need to untangle themselves without letting go of their hands. Suggest that students ask for help from the class if they struggle to untie the knot.

TEACHER SAY: Now that you are tangled, here are the rules. Your job is to get untangled. You can only work with one person at a time and you cannot let go of your hands. Your friends in the class will help you get untied this time. I see a way to untangle two of you. Let me show you what I mean.

TEACHER DO: Model untangling two of the students by giving oral directions. Students may have to kneel down to let others step over their joined hands, or turn around backward. Try to allow students to discover methods to work together without leading the work directly.

TEACHER SAY: Is there anyone who sees another place we can untangle our friends?

 **STUDENTS DO:** Make suggestions.

TEACHER DO: Bring volunteers forward for a closer look and to explain how to untangle two students. Students do as suggested by the student volunteer. Once the suggestion has been given, choose the next student to help so the game moves more quickly.

 **STUDENTS DO:** Continue to untangle students.

TEACHER DO: Once students have untied themselves, congratulate everyone for helping each other. Encourage students to also thank and congratulate each other.

TEACHER SAY: Now it is time for everyone to have a turn. I will put you in groups. This time, there will be no one giving instructions. You will talk with the friends in your group to solve your problem. Listen carefully and take turns. Good friends help each other.

TEACHER DO: Choose groups of four or five or allow students to choose groups. Space students in the room or outside so that everyone can move around. If there is not enough space for everyone to work at one time, have half the class work in groups while the other coaches. Then exchange groups.

TEACHER SAY: Form a circle with your group. Put your hands in the center of the circle and find two other friends' hands to hold. Do not hold your neighbor's hand.

 **STUDENTS DO:** Grab hands.

TEACHER SAY: Before you start to untangle, think about how you and your partners can untie yourselves. You can only work with one person at a time and you cannot let go of your hands. Talk with each other to solve your problem. I will be here if you need help.

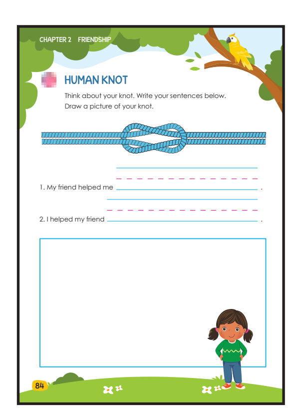
 **STUDENTS DO:** Talk with each other to solve their problems.

TEACHER DO: As students are able to untie themselves, consider letting students who have been untied coach others.

TEACHER SAY: You all did it. Thank your friends for working so well together.

STUDENTS DO: Thank each other.

TEACHER DO: You may choose to play another game, change partners, or make the groups slightly bigger. Make certain the students' focus is on working as a team to solve a problem.



4. TEACHER SAY: It was fun to help each other. We want to remember helping our friends today. Sometimes friends have problems and need our help. Turn to the next page in your student book, Human Knot.

 **STUDENTS DO:** Turn to correct page.

 **READ ALOUD: Think about your knot. Write your sentences below. Draw a picture of your knot.**

 **STUDENTS DO:** Follow along as the teacher reads.

TEACHER SAY: There are two places for us to write sentences. Let's decide together what we want to write about our human knot. Use Think Time to consider what you want to remember about our knot.

 **STUDENTS DO:** Consider what will be important to remember.

TEACHER DO: The goal is for students to direct the writing. Help students to complete two sentences. Create a word bank with the class that students can use to complete the first sentence in one or two words. Then continue with the second sentence.

TEACHER SAY: Let's complete the first sentence. The first sentence says, "My friend helped me ___________." Think about how your friend helped you. What words can we use to finish the sentence?

 **STUDENTS DO:** Share ideas and help choose words for the word bank.

TEACHER DO: Guide students through completing their thoughts by first writing the sentences with the blank and then collecting words that may fit in the blank. Read and sound out each word as you write it on the board. Help students remember words from the word bank by pointing out beginning and ending letter sounds. Walk around, guiding students as needed.

 **STUDENTS DO:** Complete the first sentence using the word bank.

TEACHER DO: Repeat the process for the second sentence.

 **STUDENTS DO:** Offer suggestions and complete the sentences.

TEACHER SAY: What would you like to draw to remember our human knot? Let's share some ideas.

 **STUDENTS DO:** Share ideas for the drawing.

TEACHER SAY: Now, complete the page with a drawing. You can talk with your Shoulder Partner for help.

 **STUDENTS DO:** Complete the page.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: You worked so well as friends today. Share your student page with a friend. Hands Up, Pair Up to find a friend to share.

 **STUDENTS DO:** Share with their partners.

TEACHER SAY: Do you remember how to say "thank you" in sign language? Use sign language to thank your partner.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Review sign language as a form of communication. • Discover body language as a form of communication. • Develop an awareness of body language in others.	• Body language • Sign language	• Student book • Pencil • Crayons • Markers • Chart paper

PREPARATION

Some games played during today's lesson may need a lot of space. Games can be played outside or in the classroom if there is room. Consider playing in smaller groups instead of with the whole group.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

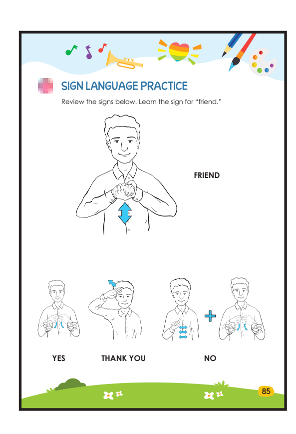
TEACHER SAY: In our last lesson, we started thinking about how we communicate with our friends. It was fun to tie ourselves into a human knot. Let's begin our lesson today by sharing how you knew what to do to get out of your knot. Our student leader will guide the discussion.

TEACHER DO: Choose a leader. Support the conversation by leading students to talk about how friends helped the process.

 **STUDENTS DO:** Share ideas with the whole class.

TEACHER SAY: I hear you say that you talked and listened to each other. If you had not talked to each other, you may still be tangled up today. Talking is a great way to communicate. Sometimes, though, we communicate without talking. We have used sign language in class. Who can show us some sign language we have learned?

 **STUDENTS DO:** Share signs from memory.





TEACHER SAY: I am glad to see you remember some signs. Let's review the signs we learned and add one more today. Turn to the page, Sign Language Practice, in your student books.

 **STUDENTS DO:** Find the correct page.

TEACHER SAY: Let's first practice each of the signs we already learned with a Shoulder Partner.

 **STUDENTS DO:** Practice "yes," "no," and "thank you."

TEACHER SAY: Let's make sure we use these signs during the next few days, so we do not forget them. Now, look at the top of the page. This is the sign for an important word for our chapter. It is the sign for friend. Repeat after me.

TEACHER DO: Demonstrate the sign for "friend."

 **STUDENTS DO:** Repeat the sign for "friend" after the teacher.

TEACHER SAY: Well done. Let's see if we can put two signs together. Turn to your Shoulder Partner and sign, "thank you, friend."

 **STUDENTS DO:** Sign, "thank you, friend," to their **Shoulder Partner**.

TEACHER SAY: There are other ways to communicate without talking. We use our bodies to communicate all the time without thinking about it. Let's play a short game. I will signal for you to come. When I signal stop, you stop. We can play this game without talking.

 **STUDENTS DO:** Line up around the room and watch for signals.

TEACHER DO: Signal with a hand gesture to walk forward. Then signal to stop. Repeat a few times.

 **STUDENTS DO:** Come and stop without talking.

2. TEACHER SAY: Do you remember when we played Simon Says? Who can remind us how to play Simon Says ?

TEACHER DO: If students do not remember the game, review the rules and goal of the game. If students know how to play, choose students to explain the rules and goal.

 **STUDENTS DO:** Share how to play Simon Says.

TEACHER SAY: We had fun playing Simon Says. Do you think we can change the rules, so the leader does not say any words? Use Think Time and we will make a new rule for the game with your ideas.

 **STUDENTS DO:** Think and then suggest new rules.

TEACHER DO: Help students as needed with suggestion for only silent movements. For example, the leader could smile when giving a hand signal in place of saying, "Simon says." If the leader does not smile, students do not follow the hand signal given.

TEACHER SAY: Shall we play our new game? I will choose a leader for the game. Remember, during our game, there will be no talking. We will communicate with our friends without talking. Think, how can I communicate with my friends?

TEACHER DO: Use **Calling Sticks** to choose a student leader. Organize students to play at least one game of Silent Simon Says. If time allows, play multiple games.

 **STUDENTS DO:** Communicate through signals while playing the game. Return to their seats when directed by the teacher.

TEACHER SAY: That was fun. Were you able to understand each other? Can you explain how?

 **STUDENTS DO:** Explain how they could understand each other.

3. TEACHER SAY: Let's describe how we communicated. I will record our ideas on the board. We will make a list and add to it over the next few days.

TEACHER DO: Record answers on board. Depending on student responses, you may be able to categorize the answers.

 **STUDENTS DO:** Offer observations regarding silent communication.

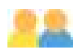
4. TEACHER SAY: In this game, we used something called body language to communicate. Body language is communicating through how we act or behave. Body language includes gestures, like what we used in Silent Simon Says. There are other ways we communicate with our bodies. Let's start with our faces. How do we communicate using our faces?

TEACHER DO: Call on a few students to answer.

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: One thing we often communicate with our faces is our mood or emotion. Let's experience this. Show me a happy face.

TEACHER DO: Repeat the request, asking students to show a sad face, an angry face, and so on.

 **STUDENTS DO:** Demonstrate and discuss facial expressions.

TEACHER SAY: Our faces really show emotion. What about our bodies? What do we do with our bodies to show emotion? Let me show you an example.

TEACHER DO: Choose an action that students will easily recognize. For example, turn away from students and cross your arms or slump shoulders and look down at the ground.

 **STUDENTS DO:** Guess and explain what the teacher is communicating.

TEACHER SAY: Yes. Who can show another way you would show the same emotion?

TEACHER DO: Choose two or three students to share.

 **STUDENTS DO:** Share emotion with body language.

5. TEACHER SAY: You used body language to show what you were thinking. When you were demonstrating your emotion, the rest of us were reading your body language. That means we were deciding how you felt by the way you acted.

TEACHER DO: Break the class into small groups of six to 10 to play a game of charades. Assign areas for students to play the game.

 **STUDENTS DO:** Separate into groups in assigned areas.

TEACHER SAY: Let's participate in Charades. It is very important to be able to read a person's body language in this game. Let's practice.

TEACHER DO: If students have not participated in **Charades** before, explain the game. Model by demonstrating while students read your body language.

TEACHER SAY: One person from each group will come to me for a clue, one at a time. When you come to me, I will whisper to you what you will do. Then you can return to your group to act out the clue. Are there any questions?

 **STUDENTS DO:** Ask questions.

TEACHER DO: Determine how students will be assigned a number within each group. You may want to give each student a numbered card to help them remember their number.

TEACHER SAY: Assign each student in your group a number. You will each have at least one turn to be the one who demonstrates. The rest of the group can guess. If you are number 1 in your group, come to hear my clue.

 **STUDENTS DO:** Assign numbers and go to assigned areas to begin. Send one person to the teacher to receive a clue.

TEACHER DO: **Whisper** clues to the students numbered 1 in each group. Make certain students can whisper the clue back to you to show they understand. Check off each clue on the checklist as you give them.

TEACHER SAY: Remember, this is a silent activity. No talking. Only body language or signs.

Charades Checklist:

- ☐ Mad using face
- ☐ Mad using body
- ☐ Happy using face
- ☐ Happy using body
- ☐ Confused using face
- ☐ Confused using body
- ☐ Excited using face and body
- ☐ Wondering using face
- ☐ Come over here
- ☐ Go away from me
- ☐ Yes
- ☐ No
- ☐ I need help
- ☐ I am hungry
- ☐ I am full
- ☐ You are my friend
- ☐ ____________________
- ☐ ____________________
- ☐ ____________________
- ☐ ____________________
- ☐ ____________________



STUDENTS DO: Participate in Charades. As groups finish, the next numbered student can approach the teacher for a clue even if the other groups are not yet ready.

TEACHER DO: Observe groups to make certain only body language is used. Continue for as long as time allows. Ask students to thank each other when they are directed to return to their seats.



STUDENTS DO: Thank team members for helping them to participate in the activity.

TEACHER SAY: That was so much fun for me to watch. Show me with body language how you feel about Charades.



STUDENTS DO: Respond with body language.

TEACHER SAY: It has been fun using body language today. We have a list on the board of ways we use body language. Is there anything we need to add to the list?



STUDENTS DO: Offer ideas.



6. TEACHER SAY: We use body language with our friends all the time. We want to remember that body language is very important. Let's use our student book to list some of the ways we use body language. Turn to the page, Body Language, in your student book.



STUDENTS DO: Turn to the correct page.

TEACHER SAY: Read along as I read the directions.



READ ALOUD: What are three things you can communicate with body language?



STUDENTS DO: Read along with the teacher.

TEACHER SAY: Let's write what we are communicating on the line. Then draw a picture showing the same idea in body language. For example, I might write, "I am happy." Then I will draw a smiling face.

TEACHER DO: Write a sample two- to three-word sentence on the board and a drawing.

TEACHER SAY: We have listed ways that we use body language. Use this list to help you think of something to write. Follow along with me as I read the list.

TEACHER DO: Read the list.

 **STUDENTS DO:** Follow along as the teacher reads.

TEACHER SAY: Once you write the ways you use body language, draw a picture of what it looks like. Is there anyone who has a question?

 **STUDENTS DO:** Raise hands to ask questions.

TEACHER SAY: You may work with your Shoulder Partner if you want help. I will also come around to answer any questions.

 **STUDENTS DO:** Complete the page.

TEACHER DO: Monitor students. Guide students to put away supplies when they are finished.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I wonder. Can we use body language to end our lesson today? Our student leader will close the class by choosing Calling Sticks. How do you think our leader can choose students to answer without talking? Show me a gesture our leader could use.

 **STUDENTS DO:** Demonstrate possible gestures.

TEACHER SAY: I see good ideas. If you are chosen, our leader will point to you. The question is: What is your favorite thing to do in school? Remember, you will also answer without talking. You will communicate only with body language or sign language.

 **STUDENTS DO:** Respond with body language or sign language.

TEACHER DO: Sign “thank you” to the students.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • **Role Play** scenarios of friendship. • Write a short story and create illustrations about being a friend.	• Friendship • **Role Play**	• Student book • Pencil • Crayons • Markers • Chart paper • Optional video: Making Friends



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Use sign language or body language to communicate to students. Ask students to respond to you. For example, create and show an action that would convey, "Welcome to class."

 STUDENTS DO: Respond with body language.

TEACHER DO: If students respond with words, cover your mouth to show they should not talk.

TEACHER SAY: **Thank you for sharing a silent discussion. We have learned that we can communicate without speaking. Today we will continue thinking about what it means to be a friend. What have you done with a friend today? Turn to your Shoulder Partner to share.**

 STUDENTS DO: Share with their **Shoulder Partner**.

TEACHER DO: Call on a few students to share with the class.

 STUDENTS DO: Share ideas.

TEACHER SAY: **I am glad to hear you are good friends to each other. We know friends help each other solve problems. We practiced this when we tied and untied our human knots. What is one way you helped each other solve how to untie the knot?**

 STUDENTS DO: Offer ideas.

2. TEACHER SAY: **Sometimes our friends need help. Today we will Role Play talking with friends to help each other in different ways. I will put you in groups. Each group will Role Play the story I tell. We will practice being friends.**

TEACHER DO: Put students in groups of five or groups that work best for your class. Assign groups to different areas of the room if possible. Choose a group to model for the class.

Note to Teacher: If there is not enough room for all students to work at the same time, have half the class work while the other half watches. Those who are watching can give feedback to those who are role playing. Switch roles for each new story.

TEACHER SAY: **Our friends will model the first story. In this story, one of the friends is sad after losing a toy. (Student's name), you will be the student who is sad. The rest of you are his/**

her friends. How can you help your friend? Role Play what you will say and what you will do to help your friend.

 STUDENTS DO: Model for class while others watch.

TEACHER DO: Ask other students to give hints if needed.

TEACHER SAY: **Well done. Is there another group who would like to model for the class?**

 STUDENTS DO: Volunteer and **Role Play** the story.

TEACHER DO: Offer assistance as needed.

TEACHER SAY: **You are doing such a good job showing what it is to be a friend. I will keep a list on the board of how friends help each other. We will use the list later today.**

TEACHER DO: Begin the list with: help friend who is sad.

TEACHER SAY: **Very good. How did the students help a friend?**

 STUDENTS DO: Give examples from **Role Play**.

TEACHER SAY: **How do you think the sad friend felt?**

 STUDENTS DO: Respond with ideas.

TEACHER SAY: **Thank you for modeling how to Role Play the stories. Now we are all going to Role Play stories. Our first story is: A friend wants to play a game but does not know how to play. How will you help? Role Play in your group. Remember all the ways you can communicate.**

 STUDENTS DO: **Role Play** the scenario.

TEACHER DO: Listen to the words students' use to communicate. As students work, start a separate list of kind language you hear. After each scenario, continue to list language being used on the board. Continue with scenarios followed by a brief discussion. Periodically, praise the use of kind words in the scenarios. Allow as many rounds as time permits so that all students are involved. Possible scenarios:

- Inviting friends to a party
- Working with friends in the classroom
- Sharing toys with a friend
- Having lunch with friends
- New student comes to school who does not know anyone

 STUDENTS DO: Continue to **Role Play** scenarios.

TEACHER SAY: **Nice work being friends. Thank your friends and return to your seats.**

 STUDENTS DO: Thank their friends.

3. TEACHER SAY: **Did you notice the lists I have put on the board? One list is all the scenarios. What is the other list?**

 STUDENTS DO: Name the list or guess.

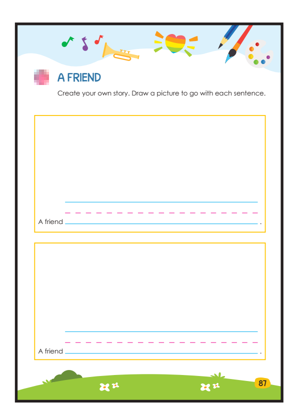
TEACHER SAY: **The second list is all the kind words I heard you saying to each other. Why is it important to be kind to each other?**

 STUDENTS DO: Offer ideas.

TEACHER SAY: **When we are kind to each other, it is more fun to play or to work together. Let's look at the list of words I heard. Did you use any of these words today?**

TEACHER DO: Point to and read the words. Pause between words for students to repeat.

 **STUDENTS DO:** Repeat words.



4. TEACHER SAY: It was fun and helpful to be able to Role Play being a friend. We can remember our ideas by writing a short story. Let's use what we practiced writing a short story now. We will use the Role Play scenarios and the kind words on our list for the stories. Let's open our student books to the page, A Friend.

 **STUDENTS DO:** Open student books to the correct page.

TEACHER SAY: Follow along as I read the directions.

 **READ ALOUD: Create your own story. Draw a picture to go with each sentence.**

 **STUDENTS DO:** Follow along as directions are read.

TEACHER SAY: There are two boxes on the page. In each box it says: A friend _____. Think about stories we told and the words we used. Your job is to draw two pictures, each with a sentence explaining the story. Your pictures should show examples of how to be a friend. For example, I think I will draw a picture of two friends reading a book together.

TEACHER DO: Draw a simple picture of two children reading a book.

 **STUDENTS DO:** Watch and give comments to help.

TEACHER SAY: Now I need to complete the sentence: A friend ______. What should I write?

TEACHER DO: Choose three or four students to share ideas.

 **STUDENTS DO:** Give ideas.

TEACHER DO: Choose one of the students' responses to write. Aim for an answer that is one to three words long. If possible, use words from the list created.

TEACHER SAY: Now I have my first sentence and my illustration. How does my illustration help tell my story?

 **STUDENTS DO:** Talk about details in the picture.

TEACHER SAY: Now, what can my next picture be?

 **STUDENTS DO:** Share ideas.

TEACHER DO: If students have difficulty, **Think Aloud** some of your ideas. Ideas could include, sharing the book, reading a story to me, and so on. The two pictures should tell a story.

TEACHER SAY: Thank you for your help. Now it is your turn. Do you have any questions?

 **STUDENTS DO:** Ask questions.

TEACHER DO: Guide students as needed.

TEACHER SAY: You may work with your Shoulder Partner to help each other with words and ideas. I will answer any questions you have.

 **STUDENTS DO:** Write and draw story.

TEACHER DO: Walk around the class, monitoring student progress. When students have finished, bring the class together to share.

5. TEACHER SAY: Let's Hands Up, Pair Up to find someone to share your story with. Read your story to your friend and listen as your friend reads to you.

STUDENTS DO: Find new partners. Share stories.

TEACHER DO: Allow students to change partners once or twice, depending on how much time is available. Tell students to put away their student books and prepare for closing.

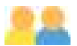
6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Talk with your Shoulder Partner. How was your Shoulder Partner a friend to you today?



STUDENTS DO: Share the ways friendship was shown.

TEACHER SAY: Now sign to your partner, "thank you, friend."



STUDENTS DO: Sign message to partner.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Discuss the relationship between feelings and arguments. • Determine ways to resolve conflict between friends.	• Strategy • Problem solving	• Student book • Crayons • Pencil • Chart paper or board • Markers or chalk



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: During our last lesson, we talked about ways to be a friend. Think about what you have done today. You have worked in the classroom and played outside (or list other activities, as appropriate). How did you show you are a friend? Our student leader will choose friends who will share experiences.

TEACHER DO: Choose a student leader and provide **Calling Sticks** to call on students.

 **STUDENTS DO:** Share experiences.

2. TEACHER DO: Thank you, (leader's name), for leading our discussion. In this chapter, we are learning ways to be friends to each other. It is so much fun to do things with our friends. We do not ALWAYS get along with our friends and family, though. Have any of you ever argued with a friend or family member?

 **STUDENTS DO:** Respond with experiences.

TEACHER SAY: How did you solve your argument?

 **STUDENTS DO:** Respond with experiences.

TEACHER SAY: Those are good ideas. Let's think about why we get into arguments. We argue when we disagree about something. We often disagree in class when we have different ideas. Sometimes we feel okay about disagreeing. Sometimes we get mad at each other. Why do you think we get mad when we do not agree?

 **STUDENTS DO:** Respond with what makes them mad.

TEACHER SAY: When we get mad, we say things we do not really mean. Instead of kind words, we sometimes use mean words. Why do you think we sometimes use mean words with our friends?

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: When our feelings are hurt, we sometimes say mean things to hurt other people too. There are other ways we can respond. We can talk and be kind instead of hurting each other's feelings. Let's think about some of the scenes we acted out yesterday. If someone in the scene had been mean, how could you have responded with kindness?

TEACHER DO: Remind students of a few scenarios from the previous day. Encourage students to lead a discussion about hurt feelings. At this point, students have started to think about personal and fictional experiences.

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: **Let's think about how we communicate without hurting each other's feelings. Talk to your Shoulder Partner. What can we do to stop before we argue?**

 **STUDENTS DO:** Talk with their **Shoulder Partner**.

3. TEACHER SAY: **I have been listening to your ideas and they are very good. I wonder. Maybe we can make a personal rule that will keep us from arguing. What if, when we start to get mad, we say to ourselves: calm down. Do you think that would work? Talk with your Shoulder Partner. What can you do to calm down if you are getting mad?**

 **STUDENTS DO:** Discuss what to do to calm down.

TEACHER DO: Write "Calm Down" on board or chart paper.

TEACHER SAY: **What ideas do you have? What can you do to calm down?**

 **STUDENTS DO:** Make suggestions.

TEACHER DO: If needed, suggest counting to 10, taking three slow deep breaths, or walking away for a few minutes.

TEACHER SAY: **How will it help us if we calm down?**

 **STUDENTS DO:** Make suggestions.

TEACHER SAY: **If we calm down, we will not say mean things. Can this be our first rule?**

TEACHER DO: Write "Rules" above the word "Calm" to start the list of rules.

TEACHER SAY: **Okay. After you calm down, what would come next?**

 **STUDENTS DO:** Share ideas.

TEACHER DO: Throughout the conversation, have students lead the discussion with their ideas. Lead the discussion toward the idea that talking together can solve problems. After walking away for a while or doing something else, students should come back to each other to solve the original problem.

TEACHER SAY: **You already know a lot about how to avoid being mean. After we calm down, then we are ready to talk with each other. Let's write a rule about talking to each other. How should we speak with each other?**

 **STUDENTS DO:** Respond with ideas such as kindness and respect.

TEACHER SAY: **There are two ways we can talk with each other after we have calmed down. One way is to blame each other. Let me give you an example. You usually work very well together, but sometimes I do hear words like, "You messed it all up." Or, "You made us lose the game." How does it make you feel when someone talks to you this way?**

 **STUDENTS DO:** Respond with their feelings.

TEACHER SAY: **Yes, our feelings get hurt. Then we do not want to talk to each other anymore. That does not solve the problem. There are other ways to talk and work together even when we are upset. Let's see if we can imagine other ways to talk.**

TEACHER DO: Invite three students to **Role Play** a situation.

TEACHER SAY: **Let's Role Play. In this scenario, two of you are playing together. Another student wants to play with you, but you are in the middle of a game. The student who wants to play is getting mad. What is the first thing he/she should do?**



STUDENTS DO: Role Play the situation described. Respond that the student should calm down.

TEACHER SAY: **Yes, show us how you will calm down.**



STUDENTS DO: Observe as one student demonstrates calming down.

4. TEACHER SAY: **Now that you are calm, the next step is to talk. You might feel like shouting, "You are mean." If you say that, the students probably will not invite you to play. Let's try it.**



STUDENTS DO: Shout, "You are mean." in the **Role Play**. The pair of students playing responds.

TEACHER SAY: **Now everyone feels hurt. Another option is to tell the friends you are hurt. Let's start with the word "I." You could say: I feel badly because I really wanted to play with you. I did not have anyone else to play with. If you say this, now your friends know why you are upset. Let's try this response.**



STUDENTS DO: Act out the alternative ending to the **Role Play**.

TEACHER DO: Guide the students in the **Role Play** through a conversation, using kind words and listening to each other. Emphasize the importance of listening to each other and taking turns talking.



STUDENTS DO: Watch and listen. Add advice if needed.

TEACHER SAY: **Our first rule was to calm down. You have acted out our second rule. Let's make our second rule: Talk kindly and listen.**

TEACHER DO: Write the rule on the board.

5. TEACHER SAY: **Now what? You have talked, but have you solved the problem? How will you solve the problem? Everyone, talk with your Shoulder Partner.**



STUDENTS DO: Discuss how to solve the problem.

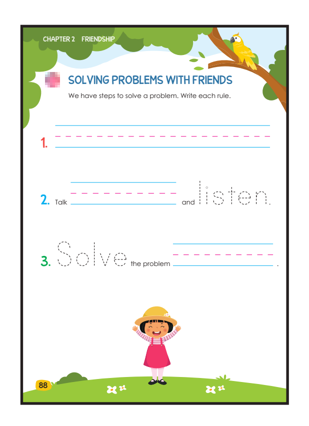
TEACHER DO: Listen to the discussions. Lead students to talk about solving the problem through compromising. Use **Role Play** to help students demonstrate compromising to find a solution to the problem. Suggest that in the scenario, students could finish the game they were playing and then invite the other student to play the next game.



STUDENTS DO: Share ways to compromise.

TEACHER SAY: **Let's finish our rules. The last rule is: Solve the problem together. You showed us how to solve the problem together though Role Play. Thank you for teaching us. That was a lot of work.**

TEACHER DO: Write the final rule. You should now have: calm down, talk kindly and listen, and solve the problem together. Instruct students to take out the student book.



6. TEACHER SAY: **We have made three good rules to help us. Let's copy our rules into our student book to remember how to solve a problem with friends. Turn to the page, Solving Problems with Friends.**



READ ALOUD: **We have steps to solve a problem. Write each rule.**



STUDENTS DO: Copy the rules to complete the sentences.

TEACHER DO: To extend the activity, encourage students to imagine a new problem to solve and to draw a picture of each step next to the rule. You can **Brainstorm** new problems with students as

a class to help them choose a story to draw. If time allows after completing the student book page, allow students to practice the rules in more **Role Play** scenarios.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: For our closing today, let's share how we have solved a problem with a friend. Choose someone to share with that you have not had a chance to work with lately. Explain the situation you were in and how you solved it.

 **STUDENTS DO:** Find new partner and explain how the problem was solved.

TEACHER SAY: I hope today you will share with your family the three steps to solve an argument. Be sure to use the steps next time you are upset.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify rules for being safe online. • Recommend ways to respond to others online. • Understand importance of protecting passwords.	• Online • Computer • Safety • Password	• Student book • Pencil • Crayons • Markers • Chart paper



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We will review our last lesson a little differently today. We will pretend we are doing a broadcast. Our student leader will interview four other students. The leader will ask how to solve an argument with a friend.

TEACHER DO: Choose a student leader who can lead the discussion as a broadcast. Guide students as needed to complete the broadcast.

 **STUDENTS DO:** Perform and watch a broadcast.

TEACHER SAY: Thank you all for starting today's lesson with a broadcast. We will do another broadcast for our next lesson. A broadcast is one way to communicate. How does a broadcast communicate to others?

 **STUDENTS DO:** Offer ideas.

2. TEACHER SAY: We have talked about what it means to be a friend. We have even talked about how to solve an argument with a friend. Today we will talk about how being a friend online is similar and different to be a friend in person. Have you ever talked to someone online?

 **STUDENTS DO:** Share personal experiences.

TEACHER DO: Ask follow-up questions, such as who students talked to and whether they used a computer, tablet, or smartphone.

TEACHER SAY: What do you do when you go online?

 **STUDENTS DO:** Respond with experiences.

TEACHER SAY: Yesterday we wrote some rules for solving problems. Do you have rules for going online?

 **STUDENTS DO:** Respond with some rules.

TEACHER SAY: Who made the rules for you? (If previous answer was yes.)

 **STUDENTS DO:** Respond.

TEACHER DO: Use the information presented by the students to get a better understanding of how technology is being used.

TEACHER SAY: We have rules at school about using a computer. Who can tell us some of the rules?

 **STUDENTS DO:** Talk about school rules for technology use.

TEACHER DO: Clarify any misconceptions or guide students to recall the rules.

3. TEACHER SAY: It is fun to share games and communicate with friends on the computer. Let's Role Play something that might happen when playing a game with a friend. (Student's name), will you help me Role Play for the class?

 **STUDENTS DO:** Observe as teacher and student **Role Play**.

TEACHER SAY: I have a game I like to play on the computer. I share it with my friend, (student's name).

TEACHER DO: Engage in a conversation as if you were a child. Tell your friend that you have a new game to play. Your sister plays it and it is really fun. She is older, so you know it is a good game. Try to get the student to play the game with you. Confide in the student that your parents do not know you play the game. It is actually a game for somebody older, but you want to be like your sister or brother.

TEACHER SAY: What should (student's name) do? Should he/she play the game? Talk with your Shoulder Partner.

 **STUDENTS DO:** Discuss and give reasons for their choices.

TEACHER SAY: Let's discuss what (student's name) should do. Our volunteer will answer first. What do you think you should do? Should you play the game with me?

 **STUDENTS DO:** Respond.

TEACHER SAY: I agree with those of you who said he/she should not play the game. Who can explain why? Think about the rules you know.

 **STUDENTS DO:** Volunteer responses.

TEACHER DO: Guide the conversation to discuss that games need to be age appropriate and have parental approval.

TEACHER SAY: Let's say you do not think you should play the game but your friend really wants you to play. How can you be kind to your friend but still say no? Talk with your Shoulder Partner. Be prepared to Role Play a way to say no to your friend.

 **STUDENTS DO:** Work with their **Shoulder Partner** to **Role Play** saying no.

TEACHER DO: Thank the students who were helping with the **Role Play**. Choose three or four pairs of students to **Role Play** saying no appropriately. Guide as needed. If students have difficulty deciding how to say no, suggest offering a new game to play or getting a snack instead.

TEACHER SAY: Very good. I like the way you were able to say no. Is this situation similar to or different from playing a game in person?

 **STUDENTS DO:** Share ideas.

4. TEACHER SAY: Having a rule about playing games that are appropriate for your age is good in person and online. Games meant for older people can be unsafe. Let's talk more about what you do to be safe on the computer. How many of you have a password or have seen someone else use a password?

 **STUDENTS DO:** Share experiences.

TEACHER DO: If a password is used to access school technology, point that out to students. Ask follow-up questions about the types of electronics that have passwords, such as the phone, computer, and tablet.

TEACHER SAY: Why do you think we have passwords on our devices?

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: Passwords are like a lock on your computer. Where else have you seen a lock before? Discuss with your Shoulder Partner.

 **STUDENTS DO:** Share experiences with partners.

TEACHER DO: Listen to students' conversations. Discuss some of the students' responses with the whole group.

TEACHER SAY: What are locks used for?

 **STUDENTS DO:** Offer ideas.

TEACHER DO: Respond to student ideas. Explain that locks are used to keep people and things safe.

TEACHER SAY: We said that we have passwords on many of our devices. How is the password like a lock?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: A password is like a lock because it keeps people out of our personal space on the computer. Just like we lock a door, the password helps keep us safe. Are we supposed to share our passwords with friends?

TEACHER DO: Choose a student to help **Role Play**.

TEACHER SAY: Let's Role Play again. (Student's name), will you help me? This time, I want to play a game at your house. Your parents already approve of your games, but I need your password to play. What do you do?

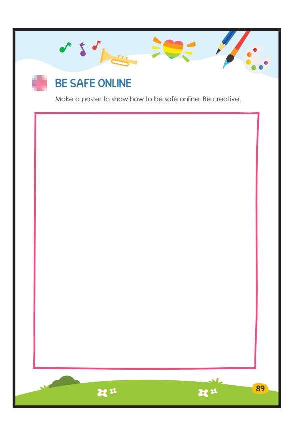
 **STUDENTS DO: Role Play** as students watch.

TEACHER SAY: Thank you. We know that passwords are important, so we cannot share them with anyone. Who can share another way to say no, kindly?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Elicit three or four ways to say no.

TEACHER SAY: I like that you are giving honest answers to your friends. Your friends can learn from you too. You know how to be safe in our community. It is important to be safe on the computer too. We can learn many things on the computer, but we have to know how to go to safe places. Who should help you find safe places?



 **STUDENTS DO:** Respond that parents and adults can help.

5. TEACHER SAY: Just like in our community, our parents and family friends can help us. Teachers and parents find safe places for you to learn. Let's make a poster to help us remember how to be safe online. Turn to the next page in your student book, Be Safe Online. On this page, you will make your own poster. What could you draw on a poster to show other students how to be safe online?

 **STUDENTS DO:** Share ideas of what can be drawn.

TEACHER DO: Write ideas on the board if it will help the students. Refer students back to the scenarios if they need help with ideas.

TEACHER SAY: **Draw a picture of how to be safe online. Be sure to color your poster. We will share our pictures when everyone has finished.**

 **STUDENTS DO:** Work independently or with help from **Shoulder Partner**.

TEACHER DO: As students are working, ask students: What is the most important thing to remember about being safe online? As posters are completed, allow students to share with others. Make certain all students have the opportunity to share with at least one other student.

Note to Teacher: If you or students have access to technology and drawing tools, allow students to make the poster on the computer. As students finish the poster, allow time to work on an assigned task using technology.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **You have shown that you know how to be safe online. What can you tell your family about online safety rules?**

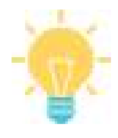
 **STUDENTS DO:** Share rules.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify current events and express personal opinions. • Describe use of voice and dress in a broadcast. • Collaborate with classmates in preparing a broadcast.	• Environment • Pollution • Overgrazing	• Student book • Pencil • Crayons • Markers • Chart paper • Video clip of a broadcast (if available) • Headlines of local environmental issues from local newspapers (if available) • Picture of a turtle • Picture of water pollution • Picture of community garden • Art supplies, such as string or yarn, markers, crayons, scissors, construction paper, drawing paper

PREPARATION

If possible, hang large pictures similar to those found in the student book on page, Headlines, (turtle, water pollution, community garden) in a corner of the room prior to class. If possible, locate a video of a broadcast or pictures from the internet for students to view. If available, check out books on pollution and the environment to place around the classroom.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We will review our last lesson by doing a broadcast. Our student leader will pretend to interview four other students. Today's question is: How can you be safe when you are online?

TEACHER DO: Choose a student leader who can lead the discussion as a broadcast. Guide students as needed to complete the broadcast.

 **STUDENTS DO:** Perform a broadcast as a review.

TEACHER SAY: Thank you for starting our lesson with a broadcast. This was good practice for the broadcast we will write in today's lesson.

TEACHER DO: If available, show students a video clip of a broadcast. Ask students to observe what the broadcaster is wearing and how they are speaking. If a video clip is not available, print a picture of a broadcast from the internet. Adjust the conversation below based on the format of the resource. If resources are not available, ask students to remember a broadcast they have seen.

2. TEACHER SAY: Newscasters on a television broadcast, or communicate, important news to everyone. Who has seen a TV news broadcast?

 **STUDENT DO:** Raise hands to answer.

TEACHER SAY: Can you describe what you remember about how the broadcast looked and sounded?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question.

 **STUDENTS DO:** Share responses with the class.

TEACHER SAY: Watch this video clip of a broadcast. What else do you see or hear?

TEACHER DO: Show students a video clip of a broadcast or a photo of broadcasters. Call on students to make observations such as: broadcaster is wearing a tie or dress, broadcaster looks very neat and clean, broadcaster speaks loud and clear, broadcaster is easy to understand, broadcaster's hair is neat, broadcaster is standing/sitting up straight.

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question.

 **STUDENTS DO:** Share observations with the class.

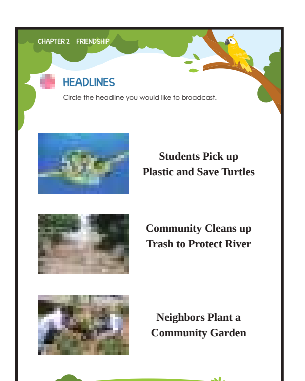
TEACHER SAY: Newscasters and newspapers, online and on TV or radio, tell us about current events. Current events are what is happening in our community, country, or around the world. Sometimes we learn about things in our environment. We learned earlier this year that we want to be a good friend to the environment. Can anyone think of a way to be a friend to the environment?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: We are part of a human family and we have a responsibility to take care of our environment. Let's think more about how we can be a friend to the environment today.

Note to Teacher: You may also choose to collect and use local headlines that focus on issues in the environment. Adjust the conversation below accordingly.

TEACHER DO: Hand out student books.



3. TEACHER SAY: Open your student book to the page Headlines. Look at the page. Imagine that you open the newspaper one day to read these headlines. Listen and point to each headline as I read aloud.

TEACHER DO: Read aloud each headline.

 **STUDENTS DO:** Point to headlines and follow along.

 **READ ALOUD: Students Pick up Plastic and Save Turtles**

TEACHER SAY: Why might plastic make a turtle sick?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Turtles do not know that plastic is not food. If they eat plastic, they can get very sick. How do you think plastic ends up where turtles live?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question.

 **STUDENTS DO:** Share responses with the class.

TEACHER SAY: Look at the next picture. Do you think we should drink this water? Why or why not?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: The headline is: Community Cleans up Trash to Protect River. Why might trash near our drinking water be bad for us?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Pollution is something harmful. We cannot drink polluted water. It will make us sick. The next headline is: Neighbors Plant a Community Garden. Do you think a new garden is good for the environment?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question.

 **STUDENTS DO:** Share responses with the class.

TEACHER SAY: Today we are going to think and learn more about these headlines, and then we will write a broadcast.

 **READ ALOUD: Circle the headline that you would like to broadcast.**

TEACHER SAY: Let's use some Think Time. Which of these headlines is the most interesting to you?

 **STUDENTS DO:** Think about headlines and be ready to choose.

TEACHER SAY: Now let's follow the directions. Circle the headline you want to broadcast.

 **STUDENTS DO:** Circle headlines.

4. TEACHER SAY: Turn to your Shoulder Partner and share your personal opinion, or what you think, about the headline. What do you already know from experience about the headline you chose?

 **STUDENTS DO:** Share with their **Shoulder Partner**.

TEACHER DO: Circulate around the room to listen to students' conversations and prompt when needed.

Note to Teacher: If available, place books on being good stewards of the environment around the class-room. Encourage students to look at the pictures in the books. You may also find images on the internet for students to reference.

TEACHER SAY: Let's take time to look at some books or pictures to help us understand the headlines. Each headline describes people solving a problem. Talk together about the details in the pictures. Look for more information in the books.

 **STUDENTS DO:** Look at pictures and books. Discuss with classmates.

TEACHER SAY: If we want to be a good friend to the environment, we need to take care of it. Each of the headlines describes taking care of the environment. Turn to your Shoulder Partner and tell him or her other ways you could solve the problem.

 **STUDENTS DO:** Share with their **Shoulder Partner**.

TEACHER DO: Circulate around the room to listen to students' conversations and prompt when needed.

TEACHER SAY: I heard many wonderful ideas. Who would like to share a few?

TEACHER DO: Select four or five volunteers to share with the class.

 **STUDENTS DO:** Share with the class.

5. TEACHER SAY: Let's use a Four Corners strategy to prepare a broadcast about being a friend to the environment. Today we will only work in three corners because we have three headlines. Look at the pictures in the three corners of the room. There is a picture of a turtle, a picture of trash in water, and a picture of a community garden. Go to the corner you are most interested in and sit down.

 **STUDENTS DO:** Move to the corners and sit under the pictures.

TEACHER DO: If there are too many students in one group, divide them into separate groups. Students will be working together to create a broadcast. Pace the following work and conversation as appropriate for your class. Provide more support or more independence as needed.

TEACHER SAY: In your group, you are now broadcasters. Your broadcast will tell other students about the headline you circled in your student book. What kinds of things are important to tell your audience? Discuss with your group.

 **STUDENTS DO:** Think about and discuss what to include in the broadcast.

TEACHER DO: Circulate around the room to listen to student conversations.

TEACHER SAY: If there is something you do not know, use the books to help you learn more. Discuss what questions you have, then look at the books to try to find answers. You can use pictures or text to find answers.

 **STUDENTS DO:** Discuss questions and use books to find answers.

TEACHER SAY: Let's begin planning our broadcast. A broadcast has a beginning, middle, and end, just like a story. First, introduce your headline. Tell your audience why the headline is good news. For example, you might start with "In (name of your city), students pick up plastic and save turtles. Eating plastic can make turtles sick. Picking up plastic saves the turtles from being sick." Now work on your group's introduction.

 **STUDENTS DO:** Create an introduction to the broadcast.

TEACHER SAY: In the middle of the broadcast, pictures are used to communicate feelings about a headline. In your groups, decide what pictures you want to draw and who will draw them.

 **STUDENTS DO:** Decide on pictures and who will draw.

TEACHER SAY: At the end of the broadcast, suggest how others can help. In your groups, think about ways people can help be a good friend to the environment.

 **STUDENTS DO: Brainstorm** solutions to the problem.

TEACHER SAY: Now you have a beginning, middle, and end for your broadcast. It is time to draw your pictures and practice giving the broadcast.
You may use the art materials located (location of materials) to make posters to hold up as you present your broadcast.

 **STUDENTS DO:** Collaboratively plan a broadcast on a current event.

TEACHER DO: Students may need direction. Circulate around the room as students plan to provide support. Use a **Bell** to regain attention prior to the end of class.

6. TEACHER SAY: Thank you for giving me your attention. I will randomly select a group to present during the next lesson and the following two days.

TEACHER DO: Choose one headline to be presented during the next lesson's introduction. If more than one group worked on the same headline, have more than one group present at the beginning of class.

TEACHER SAY: We saw that broadcasters dress neatly, sit straight, and speak clearly. Remember these things when you group presents your broadcast.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we looked at headlines and thought about ways we can be good friends to the environment. Can (student's name) come lead our closing today?

TEACHER DO: Call on a student to lead closing. The student leader should call on three others to share a new idea learned that day.

 **STUDENTS DO:** Share a new idea learned from today's lessons.

Lesson 7 Overview

LEARNING OUTCOMES

Students will:
- Use engineering design process to build a monument.
- Collaborate with team members on an engineering design.
- Troubleshoot, experiment, and invent to solve problems.

KEY VOCABULARY

- Monument
- Engineering design process

MATERIALS

- Student book
- Pencil
- Crayons
- Markers
- Chart paper or large drawing paper

Possible supplies for monument building

- Construction paper
- Toothpicks
- Cardboard tubes (toilet paper, paper towel)
- Straws
- Paper clips
- Small sticks
- Craft sticks
- Chenille stems (pipe cleaners)
- Tape
- Glue
- Books or pictures of monuments

PREPARATION

If available, check out books about monuments from the library. If no books are available, print out several images from the internet or locate tourism or other materials describing local or national monuments.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

Note to Teacher: As students enter the classroom, gather the first group to present and allow them a few minutes to review or practice the broadcast while the rest of the class is settling down. Remind students to think about the beginning, middle, and end of the broadcast.

TEACHER SAY: **We will review our last lesson by doing a broadcast. Our first group will be (name the students in the first group).**

 STUDENTS DO: Perform a broadcast about an environmental current event.

TEACHER SAY: **Thank you for starting today's lesson with a broadcast.**

TEACHER DO: Choose the second headline that will be presented at the beginning of the next day. If more than one group worked on the same headline, have more than one group perform at the beginning of class.

2. TEACHER SAY: **I like the way you communicated how we can help solve problems together. I am glad we are trying to be good friends to the environment. Today we are going to solve a different type of problem. Sarah likes to visit different places with her friends. Sometimes Sarah and her friends visit a monument. Can someone remind the class what a monument is?**

 **STUDENTS DO:** Offer ideas and share understanding from previous lessons.

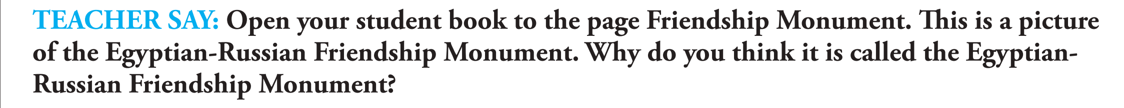
TEACHER SAY: A monument is a structure that celebrates a famous person or event. What monuments have you seen or visited?

TEACHER DO: Use **Shake It, Share It, High Five** to encourage students to share personal experiences.

 **STUDENTS DO:** Share personal experiences with classmates.

TEACHER SAY: I saw a picture yesterday of the Egyptian-Russian Friendship Monument near the Aswan Dam.





TEACHER DO: Hand out student books.

TEACHER SAY: Open your student book to the page Friendship Monument. This is a picture of the Egyptian-Russian Friendship Monument. Why do you think it is called the Egyptian-Russian Friendship Monument?

Note to the Teacher: The word monument is a vocabulary word for students in this lesson. They should be able to orally describe what a monument is, but they do not need to practice writing or reading this advanced word. Depending on student literacy levels, the name of the monument itself and the title of the student book page may be challenging to say or read. Provide extra support and adjust the conversation as needed.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: You have very good ideas. The Aswan Dam was built with help from another country, Russia. Look carefully at the monument. What shapes do you see?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question.

 **STUDENTS DO:** Share responses with the class.

TEACHER SAY: In your rows, you will work with friends to build a monument. Think about what you want your monument to communicate. Who, or what, will your monument celebrate?

 **STUDENTS DO:** Discuss purpose of monument with other in small groups.

TEACHER SAY: Earlier, you shared some of the monuments you have seen or visited. Now, we are going to think about how to build one. We will use the engineering process to make the best monument we can. Part of the process is to research before building. We started that process when we talked about the shape of the Egyptian-Russian Monument. Let's look at other images of monuments.

TEACHER DO: Hand out books and images for students to compare types of monuments. Use local monuments if possible.

 **STUDENTS DO:** Use books and images to explore images of different monuments.

TEACHER DO: Circulate around the room and prompt students to look carefully at the shapes and materials of different monuments.

TEACHER SAY: Engineers make a plan before they build. Draw a picture of a monument you would like to make in the box in your student book. Include shapes in your drawing.

 **STUDENTS DO:** Draw a monument.

Note to Teacher: If you choose to group students differently, change the following directions to the students.

TEACHER SAY: Now, in your rows, share your drawings. Choose the parts you like the best from each.

 **STUDENTS DO:** Share drawings and discuss.

TEACHER DO: Hand out one large piece of chart or drawing paper to each group.

TEACHER SAY: You will use the best parts of everyone's drawings to draw one monument plan for your row. Use the large drawing paper to draw your monument.

 **STUDENTS DO:** Work collaboratively to draw monuments.

TEACHER SAY: You have researched and thought about how to combine your ideas. Now it is time to build.

Note to Teacher: Have various art supplies in a central location or easily distributable to groups. If materials are centrally located, encourage each row to pick one person to be a materials manager who will collect the materials the group needs. This will eliminate too many people moving around at one time. Be sure students know where to place waste and to recycle usable leftover materials.

TEACHER SAY: You may use the art materials located (location of materials). Discuss as a group what materials you will use to make your monument.

 **STUDENTS DO:** Choose materials.

TEACHER SAY: Once you have decided which materials to use, it will be time to build your monument. Remember the shapes you drew and follow your plan.

 **STUDENTS DO:** Build collaboratively.

TEACHER DO: Circulate around the room as students build. Encourage students to follow the plan they drew. Use a **Bell** to regain students' attention.

TEACHER SAY: When I call your row, please share your monument. Tell us what or who your monument celebrates.

 **STUDENTS DO:** Share monuments.

TEACHER SAY: Thank you for sharing your monuments. Engineers often think of ways they can improve a design. Did something you tried not work well? Does your monument stand on its own? Discuss in your groups ways you could make your monument better.

 **STUDENTS DO:** Share ideas for improvement.

Note to Teacher: If time permits, allow students to make improvements to the monuments.

3. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we explored monuments. We followed an engineering design process. Can (student's name) come lead our closing today?

TEACHER DO: Choose a student to lead closing. The student leader should call on three others to share what was easy and what was challenging about the day. You can choose to have the student leader use **Calling Sticks** if your students can read names. If not, allow the leader to call on three volunteers.

 **STUDENTS DO:** Share what was easy and what was challenging about the day's lessons.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Compare similarities and differences between individuals. • Determine unique qualities of self and others. • Combine traditions and uniqueness to create a friendship flag.	• Culture • Tradition • Unique	• Student book • Pencil • Crayons • Markers • Chart paper



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

Note to Teacher: As students enter the classroom, gather the next group to present. Allow them a few minutes to review the broadcast while the rest of the class is settling down. Remind students to think about the beginning, middle, and end of the broadcast.

TEACHER SAY: We will review our last lesson by performing and watching another broadcast. Will the group broadcasting about (name of topic) come up to present?

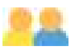
 **STUDENTS DO:** Perform a broadcast about an environmental current event.

TEACHER SAY: Thank you for starting today's lesson with a broadcast. The final group will broadcast for our next lesson. What is one good idea you heard about how to be a good friend to the environment?

TEACHER DO: Use **Calling Sticks** to choose at least two students to share.

2. TEACHER SAY: Yesterday, we had fun working together as friends. We built monuments to celebrate something. Monuments help us think about special people and events. Today we are going to celebrate our friends. We have talked before about ways we are the similar and different from each other. This is also true of our friends. Let's share some ways we are similar to our friends.

TEACHER DO: Choose students to share.

 **STUDENTS DO:** Share similarities they have with friends.

TEACHER SAY: Very good. It is nice to be like other people. It is also nice to be different. How are we different from our friends?

 **STUDENTS DO:** Respond with examples of differences.

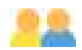
TEACHER DO: Consider putting students in groups showing differences. This could include boys and girls, color of clothing, left-handed or right-handed, loves to read, or similar ideas.

TEACHER SAY: I like that we are similar and different. We talked early in the year about how we are unique. What does it mean to be unique?

 **STUDENTS DO:** Define unique in their own words.

TEACHER DO: If students do not remember the definition of unique, share the idea that no two people are exactly alike.

3. TEACHER SAY: Some people, like family members or especially twins, look the same. But even twins are different from each other and unique. Twins might like to do different things or to eat different foods. These differences make the twins unique. How are you unique compared to your Shoulder Partner? Talk about ways you are similar and unique.

 **STUDENTS DO:** Talk about similarities and differences.

TEACHER SAY: Let's all stand up. I will put you in groups. In each group, find something that is similar among everyone. Then tell your group how you are unique.

TEACHER DO: Put students into groups of five to 10 students each. Guide students to think about how they are all similar. Encourage students to help each other next think about unique attributes. Have students remain in their groups for the next discussion.

 **STUDENTS DO:** Share ways of being similar and unique.

4. TEACHER SAY: Very good. One thing we like to do with friends and family is celebrate together. For example, most of us celebrate our birthdays, but do we all celebrate in the same way? Share with your friends, how do you celebrate your birthday?

 **STUDENTS DO:** Talk about celebrating birthdays.

TEACHER DO: Encourage students to be specific about details like location, people who attend, and traditions. Do students play games or have special foods? Guide students to think about how the celebrations are the same and different.

TEACHER SAY: It sounds like birthday celebrations are a lot of fun for you. Your parties are also unique because they are planned for you. Friends celebrate lots of things together. What are some ways you celebrate with your friends?

 **STUDENTS DO:** Share ideas.

TEACHER DO: If it is not suggested, ask about games that are played and songs that are sung.

TEACHER SAY: Sometimes we also celebrate holidays or special traditions with our family and community. What are some traditions we have in our community? Think and share your ideas.

 **STUDENTS DO:** Share ideas.

TEACHER DO: If students have difficulty recalling traditions of the community, guide by making suggestions.

TEACHER SAY: What do you do at these special traditions? Do you play games? Do you sing songs?

 **STUDENTS DO:** Continue to discuss, offering specific ways to celebrate.

5. TEACHER SAY: Let's have some fun in our groups. Think of songs that you like to sing at celebrations. Maybe all of you in the group know the same songs. Maybe only a few of you know the songs. Your group will choose a song to teach the class. Listen to each other's ideas and choose a song that all of us can learn. Talk to your team. What song can you teach the class?

 **STUDENTS DO:** Talk within their groups to choose songs.

TEACHER SAY: In our chapter, "Sounds of Music," we learned about high and low pitches. You explored loud and soft sounds. As you teach us your song, help us hear those sounds so we can learn the song correctly.

TEACHER DO: Walk around to listen to students' discussions. Ensure there is a variety of songs being taught. You may prefer to list several popular children's songs and allow students to pick. If possible, find areas in the room for students to practice.

 **STUDENTS DO:** Practice together to teach the songs.

TEACHER SAY: You have had time to practice. Now let's learn some songs. If you already know the song, you will be able to join in. Each group will lead one song. Which group would like to lead our singing first?

 **STUDENTS DO:** Lead songs and joining in to sing.

TEACHER DO: Make sure each group leads a song. Have students return to their seats when finished.

6. TEACHER SAY: That was fun. We have talked today about similarities and differences between friends. We have talked about how we are unique. We have talked about traditions and culture. Let's communicate what we have learned by creating a flag. The flag can show how each of us celebrates friendship. What can we add to our friendship flag? Use Think Time to consider how to make your own flag.

 **STUDENTS DO:** Use **Think Time**.

TEACHER SAY: Who would like to share an idea?

TEACHER DO: You may choose to show the Egyptian flag, reminding students of what the symbols and colors of the flag represent. Encourage students to have fun with the friendship flag they design by showing images of favorite places, traditions, and how the student is unique.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: You have wonderful ideas. Let's get ready to make our flags. Turn to the page, Friendship Flag, in the student book.

 **STUDENTS DO:** Turn to the correct page.

 **READ ALOUD: Create a friendship flag. Show how you are unique as a friend.**

TEACHER SAY: When you are ready, you may start making your flag. Talk with your Shoulder Partner if you need more ideas. I will also be around to help as needed.

 **STUDENTS DO:** Create friendship flags.

TEACHER DO: Walk around, helping students as needed. When students are finished, coordinate sharing the flags with others using a strategy of your choice. Suggestions include a **Gallery Walk** or something more active like **Shake It Share It High Five**.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I really like the flags you have created. Our student leader will choose students to talk about what is the most important thing you added to your flag.

TEACHER DO: Choose a student leader to choose **Calling Sticks** and lead the closing.

 **STUDENTS DO:** Share ideas.



Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Contribute artwork to a class book. • Determine ways to share class book with others. • Describe favorite events in the class.	• Memories • Emotions	• Student book • Pencil • Crayons • Markers • Chart paper



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

Note to Teacher: As students enter the classroom, gather the last group to present. Allow them a few minutes to review the broadcast while the rest of the class is settling down. Remind students to think about the beginning, middle, and end of the broadcast.

TEACHER SAY: Today we will hear from our last group(s) for our current events broadcast.

 **STUDENTS DO:** Perform a broadcast about an environmental current event.

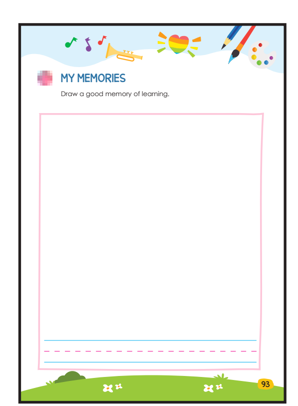
2. TEACHER SAY: Thank you for starting today's lesson with a broadcast. I am glad we know so many ways to be a friend to the environment. At the beginning of the year, it was hard for many of you to stand in front of the class to talk. You have learned that your friends will help you. Let's think about some of the fun things we have done in class. Use Think Time and then we will share as a whole group.

TEACHER DO: Once students are ready, choose many students to share what they like about school and learning. Students may need to be reminded of learning experiences earlier in the year. Consider reviewing the four themes taught during the year. Bring memories to the surface and enjoy the conversation with students.

 **STUDENTS DO:** Share ideas and build on others' responses.

3. TEACHER SAY: That was fun thinking about all we have learned together. I am wondering. Would you like to make a class book of our memories?

TEACHER DO: Take out the student book to share with students.



TEACHER SAY: Let's create our own class book. Open your student book to the page, My Memories.

 **STUDENTS DO:** Open student books to the correct page.

TEACHER SAY: The directions on this page are simple. Follow along as I read.

 **READ ALOUD: Draw a good memory of learning.**

TEACHER SAY: We will use this page as part of our class book. The first thing you should do is write your name on the line at the bottom of the page. Everyone, please write your name now. Write it very neatly since your work will go into our book.

 **STUDENTS DO:** Write names neatly on the lines.

TEACHER DO: Adjust the conversation to fit the earlier discussion in the classroom. Add a list on the board of students' ideas to help with memories. Consider using the student book to help students think about special things they have done.

TEACHER SAY: You have heard many ideas of special things we did this year. You have heard your friends say it is fun to learn math in class and to learn about music. Before we start making our book, let's think about what we have learned in art that can help us.

 **STUDENTS DO:** Think about using what has been learned in art.

TEACHER SAY: In our last chapter, we used art to express ourselves and communicate how we feel. That is what we need to do in our book. Who can share some advice from last chapter for making our class book pages?

 **STUDENTS DO:** Respond with ideas about communicating through art.

TEACHER SAY: I am so glad you have remembered about communicating through art. Now it is your turn to think about one or two special things you want to share in the class book. Let's take Think Time so you can decide what to draw.

 **STUDENTS DO:** Decide what to draw.

TEACHER SAY: Remember to use colors and shapes that will help you communicate your ideas. I look forward to seeing your artwork.

 **STUDENTS DO:** Complete artwork.

TEACHER DO: Walk around to support students as they create the art. Once students have finished, cut the pages from the student books. Collect the pages to share with the class. If time is limited, put students into groups of 10 to share pictures.

4. TEACHER SAY: As a class, let's share our pictures before putting the pictures into a book.

TEACHER DO: Allow students to explain their drawings as you hold them for display.

 **STUDENTS DO:** Talk briefly about their drawings.

TEACHER SAY: You have made such a wonderful book of memories. I will put the book together later, so you can look through it. I wonder. What friends can we share the book with?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Determine as a class if you can share the book with anyone else at the school. Consider sharing with another teacher, a school leader, or next year's students. You may want to give the book to the KG1 class to look over before the end of the school year.

TEACHER SAY: I love your ideas. It is important to share our work with friends. I know our friends will enjoy the book.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We will have our student leader guide our discussion today. Our question to think about is: How does it make you feel when you do something special for a friend?

TEACHER DO: Choose a student leader. Give the leader **Calling Sticks** to choose students.

 **STUDENTS DO:** Share ideas.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a friendship chain. • Express friendship by sharing games. • Determine rules to a game to play with friends.	• Friendship chain	• Student book • Pencil • Crayons • Markers • Chart paper • Strips of colored paper approximately 25 cm by 5 cm, one per student



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **We will review our last lesson by doing a broadcast. Our student leader will pretend to interview four other students. The leader will ask what you liked best about the year. Our student leader will use Calling Sticks to choose the four students to interview.**

TEACHER DO: Choose a student leader who can lead the discussion as a broadcast. Guide students as needed to complete the broadcast.

 STUDENTS DO: Perform a broadcast.

TEACHER SAY: **Thank you all for starting today's lesson with a broadcast. It has been fun starting each day with a broadcast.**

2. TEACHER SAY: **Today is our final lesson about communication. Let's think back on communicating with music and art. Who would like to share how art is used to communicate?**

 STUDENTS DO: Offer ideas.

TEACHER SAY: **Those are all good ideas. Who would like to share how music is used to communicate?**

 STUDENTS DO: Volunteer ideas.

TEACHER SAY: **You have learned so much about art and music. You also know about being a good friend. You have been very good friends to each other. Today we will make a friendship chain with strips of paper. It will represent the friends we have in the room.**

TEACHER DO: Show students the strips of paper that will be joined together. Demonstrate how to form a chain by hooking two or three strips together. First, form a loop with one strip. Staple or glue the ends of the strip together. Then, insert the second strip into the first, and staple or glue the ends together to make a second loop. Follow with the third strip. Hold up for students to see.

TEACHER SAY: **How long do you think our chain will be?**

 STUDENTS DO: Guess how long the chain will be.

TEACHER SAY: I think it will be very long too. Where will we put our friendship chain so everyone can see it? Use some Think Time and then we will decide.

TEACHER DO: Have an area in mind where you can hang the chain. Possibly hang it across the room as many times as it will stretch. Make your final decision with the help of the students.

 **STUDENTS DO:** Make suggestions about where to hang the chain.

TEACHER SAY: I like your ideas. We will hang the chain (name of location). Today while we are working on our other project, I will call you over to help me make the chain. This chain will be very special for all of us. It will show how we are linked and how we help each other learn.

TEACHER DO: Hand one paper strip to each student.

TEACHER SAY: Write your name on the paper strip. Be ready for the next direction.

 **STUDENTS DO:** Write their names on strips of paper.

TEACHER SAY: I will start calling you over one at a time to help make the chain. Once you come up, think of another friend who will join the chain. We will keep adding until all of us are part of the chain.

 **STUDENTS DO:** Bring strips up and name another student to add to chain.

TEACHER DO: Complete the chain and hang it in the classroom for all students to see. While putting the chain together, stop periodically to show how long the chain is. Have students predict again how long the chain will be. Lead the following discussion as the chain is being built.

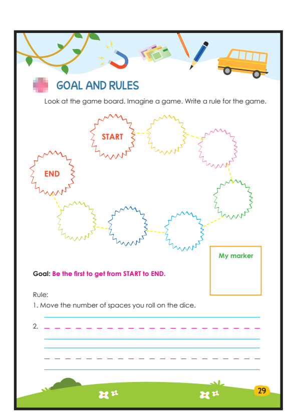
TEACHER SAY: This chain represents all of you and what you do as friends. What are some of the things you do as friends? I will start. You follow rules, so everyone gets a turn to play. Who has another way you are friends?

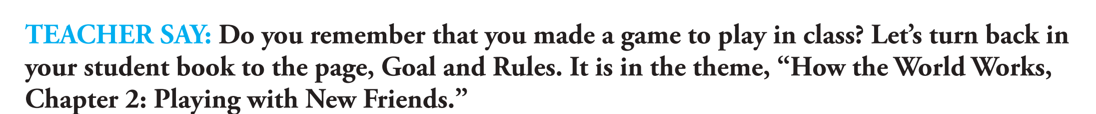
 **STUDENTS DO:** Share ideas.

TEACHER DO: Encourage as many ideas as possible.

TEACHER SAY: One of the ways you show you are friends is by playing games together. Let's practice being friends today by playing games.

TEACHER DO: Take out the student book to share.





TEACHER SAY: Do you remember that you made a game to play in class? Let's turn back in your student book to the page, Goal and Rules. It is in the theme, "How the World Works, Chapter 2: Playing with New Friends."

TEACHER DO: Find the page in advance to help students locate it in the book.

 **STUDENTS DO:** Find page in student book.

TEACHER SAY: Look at the game board. Do you remember how you played the game? Talk with your Shoulder Partner. See if you can remember your games. If not, can you think of a new game?

 **STUDENTS DO:** Review their games and share with their **Shoulder Partner**.

TEACHER SAY: Let's share some of the games you made with the class.

 **STUDENTS DO:** Share games.

TEACHER DO: It is possible students will not remember the original games, but when working with a partner, students should be able to think of a new game.

TEACHER SAY: Your games sound like fun. Some of you made up the rules for your game in the last few minutes. Can you share with us how you made up the rules?

TEACHER DO: Choose two or three groups to share.

 **STUDENTS DO:** Share how the games were created.

TEACHER SAY: I heard you say that you had to listen to each other's ideas. You wanted a game that allowed you to take turns and a game that is fair. Is there anything else?

 **STUDENTS DO:** Respond with any other ideas.

TEACHER SAY: When we play games today, maybe you will choose to play this game. Let's make sure to mark the page in your book so you can find it again easily.

TEACHER DO: Show students how to mark the page, either with a piece of paper or by turning down the corner.

TEACHER SAY: We also have games in the classroom we can play.

TEACHER DO: Show students where the games are. Use any math games or other games that might reinforce reading and math concepts.



Note to Teacher: When choosing games, consider those that will reinforce literacy and math concepts. The purpose of this activity is for students to learn to cooperate and work together as friends.

TEACHER SAY: There is also one more game you can play. Turn to the page, Puppies and Kittens, in your student book.

 **STUDENTS DO:** Turn to the correct page in their student books.

 **READ ALOUD: Make rules for your new game.**

TEACHER SAY: Let's look at the game board. Talk with your Shoulder Partner. How can you make this into a game?

 **STUDENTS DO:** Discuss creating games with the game board.

TEACHER SAY: Let's Brainstorm some ideas together. I will write ideas on the board, then you will be able to choose what you want to do. Let's start with this: What is missing from the game?

TEACHER DO: Develop this part of the lesson according to students' abilities. For example, you may decide to give tokens and dice to students. Consider giving one or two rules as done in the earlier lesson, leaving only one rule for students to develop. As students suggest missing parts, ask how each would be used.

 **STUDENTS DO:** Suggest ideas, such as tokens, rules, dice, or number cards.

TEACHER SAY: What about the rules? There are kittens and puppies. Can we move back one space if you land on a kitten? Move forward one space if you land on the puppy? What do you think?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Now that we have some ideas, you and your Shoulder Partner can create your own rules for the game.

 **STUDENTS DO:** Work together to finish the game rules.

TEACHER SAY: Let's take time now to play games with friends. We have learned how to communicate when working with others. Other games you can play are located (location of games). After you finish playing a game, see if you can find a new partner to play a new game. Practice being kind and solving problems that come up together.

 STUDENTS DO: Play games.

TEACHER DO: Make certain students are using kind words, sharing, and taking turns. As you walk around, thank students for showing friendship as they play. Bring students together toward the end of the period to complete the final page in the student book.

TEACHER SAY: **Be sure to thank your friends for playing games with you. Let's take out our student books to finish the last page, I am a Friend.**

 STUDENTS DO: Find the correct page.

 READ ALOUD: **Think about what you have learned. Answer the questions. Color in the number of stars that show you are a friend.**

TEACHER DO: Guide the students through the page. Allow time to color in each section of stars.

 STUDENTS DO: Complete the student page and follow the teacher's directions.

3. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **I will use the Calling Sticks to choose our student leader. The student leader will help us discuss the question: What would you tell Sarah about communicating with friends?**

TEACHER DO: Choose a student using the **Calling Sticks**.

 STUDENTS DO: Respond to the question.

TEACHER SAY: **Thank you for leading the class today. Now, let's close class by turning to your group partners. Say, "thank you, friend," using sign language.**

 STUDENTS DO: Thank each other using sign language.




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